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ABSTRACT

In 1972-73, 288 of the 339 school districts in Oregon took part in efforts funded under Elementary Secondary Education Act Title I to provide a concentration of resources of educationally disadvantaged students. This report is compiled from project evaluations submitted by these participating school districts. Title I does appear to be helping educationally disadvantaged students: 60 percent of the districts report changes in their regular instructional programs as a result of dissemination from Title I projects. Districts report that the majority of Title I students fully achieved district performance objectives. For example, 55 percent of the 22,221 students in regular term reading projects fully achieved district performance objectives in reading. The small sub-samples of achievement data indicate that Title I students make cognitive gains of 1.5 to 2.5 months in grade-level achievement for each month of instruction. Plans for future action include the following: (1) continue to exercise greater vigilance on division of compensatory education responsibilities; (2) continue tightening the feed back loop for project evaluations and audits and monitoring reports; (3) collect data on results of the new fiscal year 1974 monitoring techniques; (4) provide inservice to districts on a regular basis, and (5) improve management of classroom learning programs. (Author/JM)

ED105011

OREGON TITLE I ANNUAL EVALUATION REPORT

ELEMENTARY AND SECONDARY EDUCATION ACT FISCAL YEAR 1973

OREGON STATE
DEPARTMENT OF EDUCATION
SALEM, OREGON 97310

JESSE V. FASOLD
SUPERINTENDENT
PUBLIC INSTRUCTION

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COMPENSATORY EDUCATION

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PREFACE

Two hundred and eighty-eight Oregon districts took part in 344 Title I, ESEA funded projects in FY 1973. This report is compiled from project evaluations submitted by these participating LEA's.

Title I does appear to be helping educationally disadvantaged students:

- Sixty percent of the districts report changes in their regular instructional programs as a result of dissemination from Title I projects.
- Districts report that the majority of Title I students fully achieved district performance objectives. For example, 55 percent of the 22,221 students in regular term reading projects fully achieved district performance objectives in reading.
- The small subsamples of achievement data indicate that Title I students make cognitive gains of 1.5 to 2.5 months in grade-level achievement for each month of instruction.

This report has been compiled by Barbara Hunt, Coordinator of Planning and Evaluation, Compensatory Education. It is hoped it will provide information to the districts for improving their projects and pinpoint areas that require assistance from the State Department of Education. If you have questions about, or need additional assistance with Title I programs, please contact Gilbert Anzaldua, Director of Compensatory Education, or Fred Buehling, Coordinator of Title I.

Donald E. Egge
Deputy Superintendent
Elementary/Secondary Education

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BASIC INFORMATION

A. School District Participation in Title I, Elementary and Secondary Education Act (ESEA)

1. Participating School Districts.

In 1972-73, 288 of the 339 school districts in Oregon took part in Title I, ESEA funded efforts to provide a concentration of resources for educationally disadvantaged students. About one-fifth of the participating districts (57 out of 288) pooled their allocations to form 15 cooperative projects.* (See Chart 1.)

The 1972-73 school year was the last full year for allocations to be based on the 1960 federal census figures. The 1973-74 school year is transitional, using 1970 federal census figures for the final allocation only. The impact of 1970 census figures on school district allocations will be realized more fully in 1974-75, providing Title I, ESEA is continued by the Congress in its present form. According to 1970 federal census figures, there are 4,350 fewer low income children in Oregon than in 1960, a decrease of 18%. Compared to a national low income census decrease of 47% between 1960 and 1970, Oregon's relatively small decrease could result in additional Title I funds to the state. However, new federal legislation pertaining to the education of disadvantaged children may alter the basis of Title I appropriations.

2. Non-Participating School Districts.

Fifty-one Oregon school districts did not participate in Title I projects during 1972-73: 11 had no Title I allocation; 38 did not apply for their allocations; and 2 did not complete negotiations for an approved project. (See Chart 1.)

The 11 districts with no Title I allocation were located in areas where there are no "formula children." This formula determines maximum basic grants to local school districts under Title I, ESEA for a given fiscal year; it is based on the number of children in low income families that reside in each district, determined by: (1) the number of children in institutions for the neglected and delinquent; (2) the number of children in foster homes; (3) the federal census figures for children in families with an annual income of $2,000 or less; and (4) the number of children in families receiving $2,000 or more each year from Aid to Families with Dependent Children (AFDC).

Almost half of the districts that did not make use of their Title I allocations would have received less than $500. Data on the size of allocation for these eligible, but nonparticipating, districts follows:

Size of Allocation	Number of Districts
Less than $500	17
$500 - $999	6
$1000 - $1999	7
$2000 - $4999	6
Over $5000	2
Total eligible, but nonparticipating, districts	38

Superintendents of intermediate education districts were asked to conduct interviews to determine why eligible local districts had not applied for their 1972-73 Title I allocations. Eleven of the 38 districts had filed applications by November 1973, requesting that their 1973 funds carry over to FY 1974; several other districts intend to request carryover funds for summer projects. Some districts with small allocations combine Title I funds for two fiscal years to allow for more meaningful programs in alternate years. Nineteen districts (including two that did not complete applications) indicate that their allocations are too small to justify spending time on application and evaluation forms. Some of these districts are considering cooperative projects, but others are too isolated to make this feasible.

B. Types of Title I Projects in Oregon

During 1972-73, there were 344 Title I projects in Oregon, located in 288 of Oregon's 339 school districts. These projects are classified as follows:

Title I, ESEA Projects in Oregon by Type (FY 1973)

Regular Term Projects	241
Summer Term Projects	84
Projects in Institutions for Neglected and Delinquent Children Funded Through Districts	19
TOTAL PROJECTS	344

Because summer projects tend to be different from regular school year projects, regular and summer term data is tabulated separately in this report.

Fifteen of the 344 Title I projects are cooperative

*Two of these districts divided their Title I funds between cooperative and independent projects.

efforts involving 57 local districts (2 to 14 cooperating on a single project). Geography, small allocations, and/or similarity of educational needs prompt districts to organize cooperative efforts. Cooperative members administered 10 of the 15 projects; the remaining 5 were administered by intermediate education districts.

The 19 projects at institutions for neglected and delinquent children are considered separately in this report, because their objectives differ from most regular and summer term projects in school districts. The Portland school district is considered separately in this report because it has a large concentration of funds and participants in a relatively small number of projects. The seven Title I projects in Portland drew 25% of the Title I funds, 27% of the regular term participation in public schools, and 37% of the summer term participation.

C. A Description of the Report Sample.

1. Characteristics of the Sample.

Data for this report was compiled and tabulated from a stratified random sampling of the project data completed by district project personnel and returned to the Oregon State Department of Education. The

CHART 1

Participation of Oregon School Districts

in Title I, ESEA, FY 1973

Participating School Districts	
Districts with one or more projects	231
Districts participating in 15 cooperative projects	57
	288
Non-Participating School Districts	
Districts with no allocation	11
Districts that made no application	38
Districts with uncompleted applications	2
	51
TOTAL OREGON SCHOOL DISTRICTS, FY 1973	**339**

sample is selected from 12 stratified categories for Title I projects. These categories are defined by two characteristics: (1) the student population within each district; and (2) the geographic location of the district. The sample has been stratified in order to: facilitate analysis of the data; note the trends relating to district size and location; and provide for a fair representation of districts in the sample.

Student population figures are based on the estimated resident average daily membership (ADMr) for each district. The ADMr figures are stratified into four categories: (1) 1 to 499 ADMr; (2) 500 to 999 ADMr; (3) 1000 to 2999 ADMr; and (4) 3000 and over ADMr.

Geographic locations are stratified into the four categories frequently used in Oregon statistics: (1) Eastern Oregon; (2) Western Oregon; (3) metropolitan areas; and (4) Portland. The division between Eastern and Western Oregon is the Cascade Mountain Range. The metropolitan strata include school districts in Multnomah, Washington and Clackamas counties. The Portland stratum allows for the separation of the state's largest school district (117 schools, 64,021 ADMr) from the rest of the report sample. (See Chart 2.)

School districts participating in Title I are categorized according to sample stratification in Chart 3, which also shows the distribution of summer and regular term projects. The 19 Title I projects in institutions for neglected and delinquent children are not represented in Chart 3.

A sample of 20% of the 237 regular term projects was selected from each of the stratified categories in Chart 3 (excluding Portland). The actual report sample represents only 19% of all regular term projects because three evaluation reports were not received in time for tabulation. A sample of 40% of the 81 summer term projects was selected from each stratified category in Chart 3 (excluding Portland). The actual report sample represents only 38% of all summer term projects because one evaluation was not received in time for tabulation.

The 20% and 40% sample sizes were selected because they guarantee at least 30 projects in each term's sample, a number which could be used as a valid statistical sample if desired. A larger percentage was also used for summer projects because they are smaller in number and reflect more educational diversity than regular term projects.

In order to avoid distortion of the report sample, data from the relatively large Portland school district is presented separately in this report and represents 100% of their Title I projects. Data from the 19 projects in institutions for neglected and delinquent children is also separated and reported in total. Report data does not include state institutions for neglected and delinquent children (MacLaren, Hillcrest, and Wynne Watts).

2. Analysis of the Sample.

The stratified sample in this report provides a proportionate representation of Title I districts according to size and location. The school districts in the sample enroll 178,067 students or 38% of the total ADMr in Oregon, of which an estimated 44,007 are student participants in Title I projects.

The Western strata have the largest number of Title I projects and participating school districts. The area includes many small suburban and rural school districts in the Willamette Valley and on the Oregon coast, as well as larger districts in the urban areas of Eugene, Springfield, Salem, and Corvallis.

The Eastern strata represent the largest geographic area in the sample, with the lowest population density. Consequently, the Eastern sample contains the largest proportion of small school districts (75% with ADMr less than 1000).

The metropolitan strata reflects the proximity of Portland to the three metropolitan counties in the proportion of large districts it contains (25% ADMr over 3000). However, the size of these counties and the nature of their geography is such that an equal number of small school districts (ADMr under 500) is represented in the metropolitan strata.

3. Limitations of the Sample.

The main limitation of the report sample is that the sample size severely limits tabulations of sufficient data from subsamples within it. Subsamples affected by this limitation are: (1) achievement data; (2) nonpublic school participation; and (3) performance in some academic or skill areas.

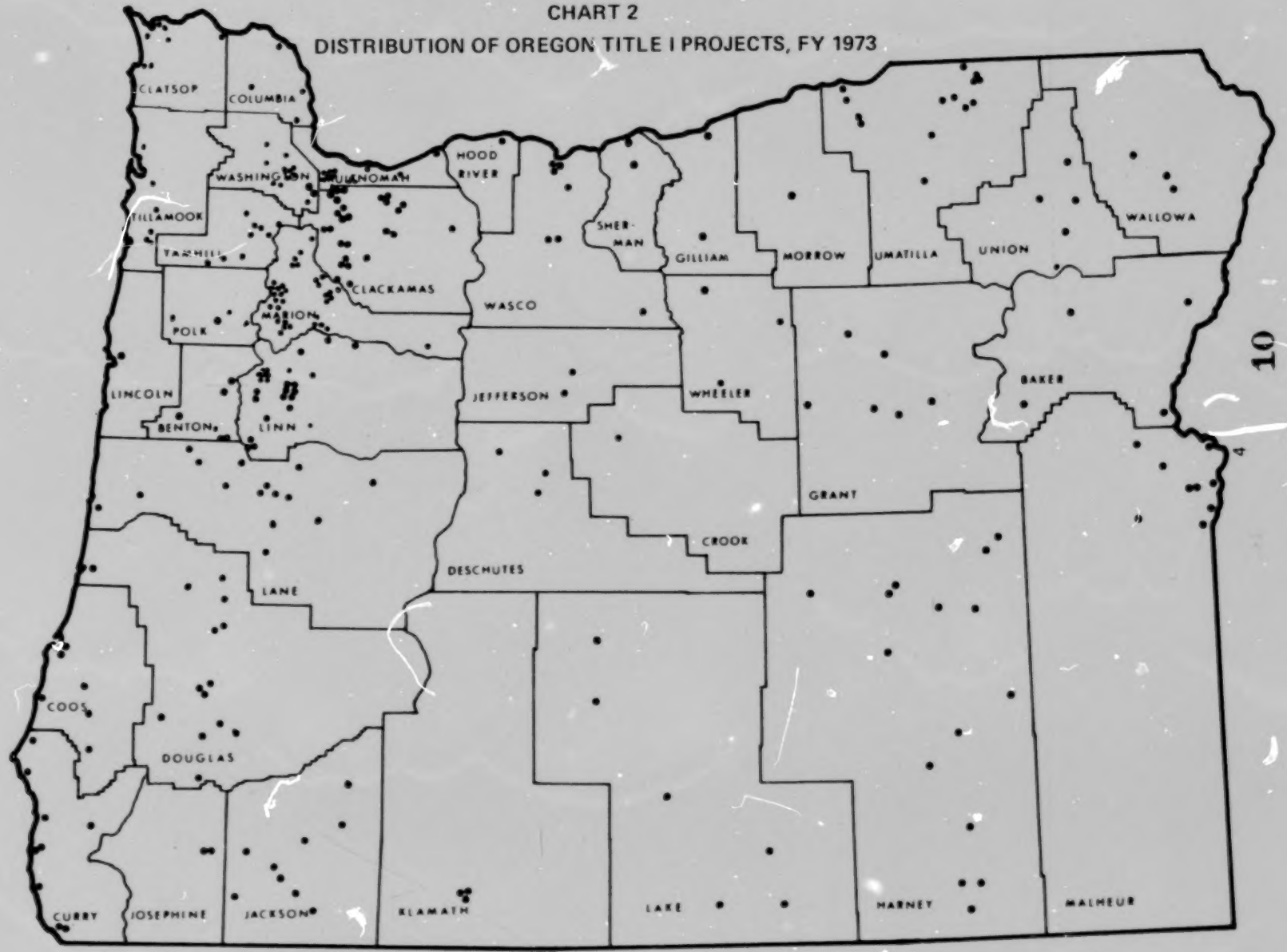
D. A Survey of Information Contained in This Report.

1. Sources of Information.

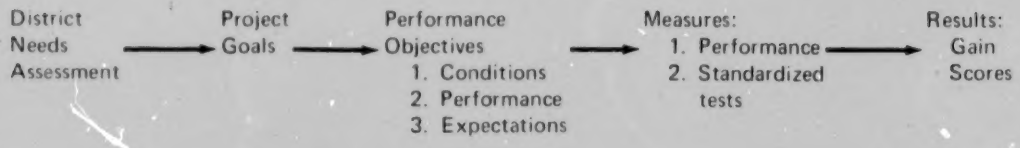
Title I evaluation reports from school districts and records of the State Department of Education are the main sources of information for this report. Evaluation reports are completed by district personnel and returned to the State Title I Office within 30 days after the project terminates. The evaluation instrument, developed by the state office in cooperation with local

CHART 2

DISTRIBUTION OF OREGON TITLE I PROJECTS, FY 1973



districts, collects both evaluative and descriptive information. (See Appendix I.) The diagram below shows the framework for Title I evaluation that is built into application and evaluation procedures:



2. Type of Information.

The major categories of information in this report are: (1) the relationship of Title I projects to educational priorities of the Oregon Board of Education; (2) attainment of student performance objectives; (3) gains in student achievement (including the relationship of achievement to student potential); (4) statistics on student participation, project personnel and community involvement; and (5) basic federal funding and district expenditure data.

Most evaluative and descriptive information in this report has been quantified, tabulated and presented in the form of graphs. A statistical analysis of the data has not been done. Data from regular and summer term projects are compiled separately and plotted on the same graph to allow for comparisons.

Further explanation of the five information categories and their limitations appear below.

3. Relationship of Title I Projects to State Educational Priorities.

This year, for the first time, Title I data is analyzed in relation to instructional priorities of the Oregon Board of Education and the educational objectives of the Division of Compensatory Education.* Chart 4, "Hierarchy of Educational Objectives," presents these priorities and objectives, as well as the number of Title I projects in various instructional areas. Analysis of Title I data according to state planning statements provides a basis for determining whether or not education of the disadvantaged in the State of Oregon is a fragmented educational effort localized at the district level, or an educational effort integrated into a state-recognized plan of good education for all children in the state.

*See "Dignity and Worth," a planning statement of the Division of Compensatory Education, Oregon Department of Education, 1970.

4. Attainment of Student Performance Objectives.

Project goals and performance objectives, designed to meet the assessed needs of educationally disadvantaged children in the district, are written by district personnel as they define their project. Goals outline the general aims of the project; performance objectives describe student accomplishments that can be measured. Performance objectives include: (1) the conditions under which the student performs; (2) the performance required of the student to demonstrate achievement; and (3) the expectations for the level of proficiency demonstrating achievement of the objective.

Performance objectives vary considerably throughout the state because they are written to meet the assessed needs of disadvantaged students in the individual school districts. The value of data on the attainment of performance objectives is limited because many of these objectives are poorly written and are not sufficiently specific to provide a measure of student achievement. At times, on the other hand, objectives are so specific it is difficult to categorize them for state-level reporting.

5. Gains in Student Achievement.

Student achievement data is provided by standardized achievement and subject matter tests, and by nonstandard measures such as case studies, teacher-made tests and teacher observations. The standardized test scores validate the district reports on the attainment of district performance objectives; they also measure pre-project and post-project performance, and achievement gains (or losses) for individual students.

One additional dimension is provided by Title I project teachers' ratings of student potential on a five-point scale: low, low-average, average, high-average, and high. This information is tabulated into three categories in this report (low, average, and high)

and related to the academic growth of Title I students.

Student achievement data is the most difficult to compile. Because many different types of tests are used by individual districts, samples from similar tests are too small to justify statewide generalizations. Data on pre- and post-testing is sometimes invalid because districts have used different test instruments for each testing session, or because transient students have missed one of the testing sessions. Further, the recording of scores is not consistent; although grade level scores are requested, a variety of different kinds of scores are reported, making it difficult to tabulate results. An additional problem is that some test instruments do not relate to performance objectives for the project.

6. Statistics on Student Participation, Project Personnel and Community Involvement.

Basic statistical information in this report includes: (1) the number of project students according to breakdowns of public, nonpublic, regular term, summer term, subject area and support service participation; (2) the number and type of project personnel and in-service programs; and (3) information about local advisory committees, dissemination of project information, and local contributions to Title I programs.

7. Basic Federal Funding and District Expenditure Data.

Basic federal funding figures include the total Oregon appropriation and allocations to each district, based on the current distribution formula. Information on district expenditure is obtained from state office business records and district reports of expenditures (primarily program personnel salaries).

CHART 3. Distribution of Participating School Districts, According to Sample Stratification*
(Title I, ESEA, FY 1973)

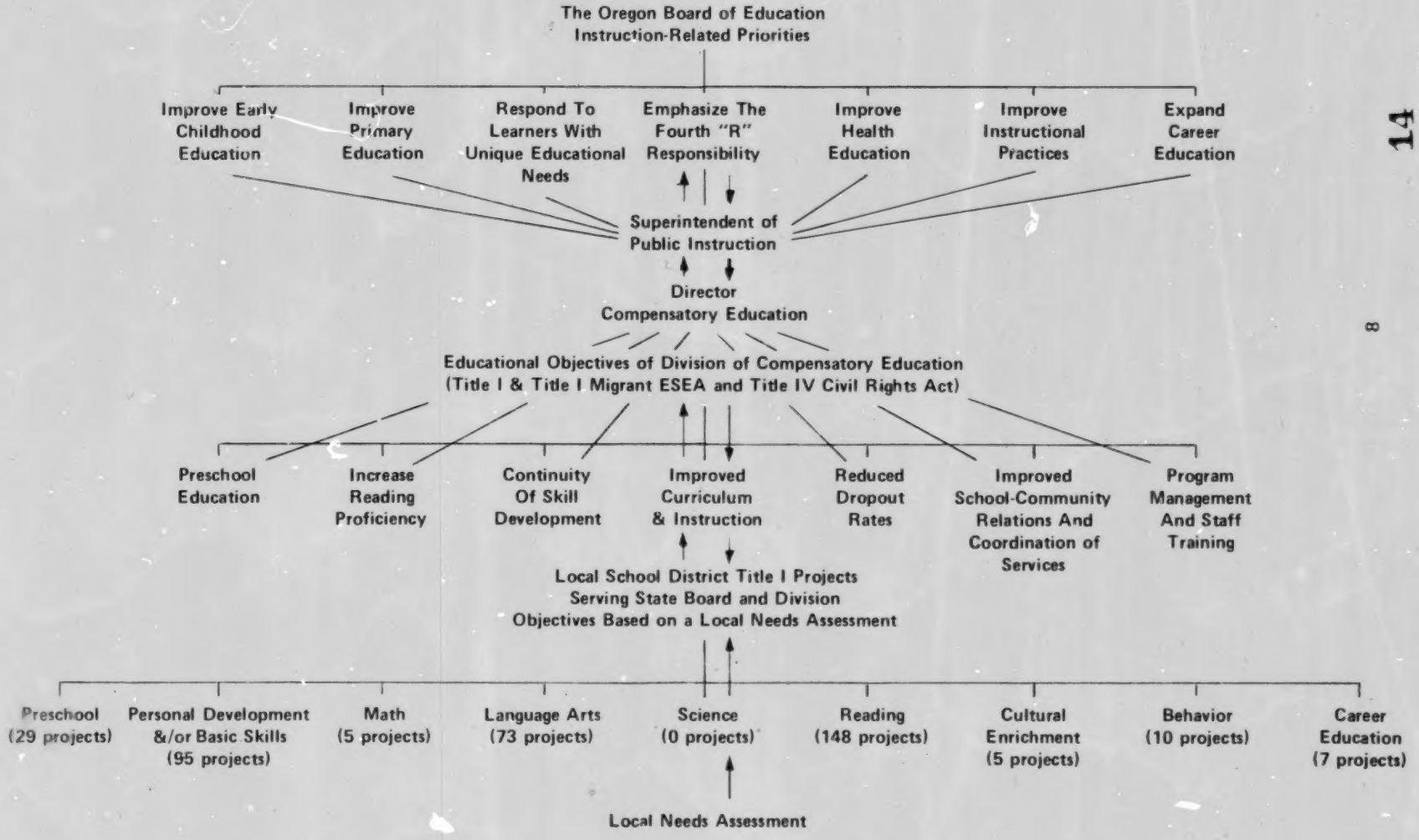
Resident Average Daily Membership (ADMr)	Eastern Oregon	Western Oregon	Metropolitan Oregon	Portland**
1 - 499	40 districts: 28 regular term projects 7 summer term projects (including 3 cooperative projects involving 10 districts)	67 districts: 56 regular term projects 9 summer term projects (including 3 cooperative projects involving 10 districts)	15 districts: 11 regular term projects 1 summer term project (including 1 cooperative project involving 4 districts)	
500 - 999	24 districts: 11 regular term projects 3 summer term projects (including 1 cooperative project involving 14 districts)	29 districts: 26 regular term projects 6 summer term projects (including 2 cooperative projects involving 4 districts)	11 districts: 10 regular term projects 5 summer term projects	
1000 - 2999	17 districts: 11 regular term projects 7 summer term projects (including 1 cooperative project involving 5 districts)	39 districts: 38 regular term projects 19 summer term projects (including 2 cooperative projects involving 5 districts)	11 districts: 9 regular term projects 4 summer term projects (including 1 cooperative project involving 3 districts)	
Over 3000	4 districts: 4 regular term projects 2 summer term projects	17 districts: 18 regular term projects 11 summer term projects (including 1 cooperative project involving 2 districts)	13 districts: 15 regular term projects 7 summer term projects	1 district: 4 regular term projects 3 summer term projects

*The number of projects in a cell is often greater than the number of districts in the cell because some districts had more than one project.
**The Portland school district is reported separately in this report; data represents 100% of their Title I projects. Consequently, the Portland stratum was excluded when the sample was drawn.

CHART 4. HIERARCHY OF EDUCATIONAL OBJECTIVES IN OREGON TITLE I PROJECTS

Purpose of Title I ESEA

"In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in Title I) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."


The Oregon Board of Education
Instruction-Related Priorities
Improve Early Childhood Education
Improve Primary Education
Respond To Learners With Unique Educational Needs
Emphasize The Fourth "R" Responsibility
Improve Health Education
Improve Instructional Practices
Expand Career Education
Superintendent of Public Instruction
Director Compensatory Education
Educational Objectives of Division of Compensatory Education (Title I & Title I Migrant ESEA and Title IV Civil Rights Act)
Preschool Education
Increase Reading Proficiency
Continuity Of Skill Development
Improved Curriculum & Instruction
Reduced Dropout Rates
Improved School-Community Relations And Coordination of Services
Program Management And Staff Training
Local School District Title I Projects Serving State Board and Division Objectives Based on a Local Needs Assessment
Preschool (29 projects)
Personal Development &/or Basic Skills (95 projects)
Math (5 projects)
Language Arts (73 projects)
Science (0 projects)
Reading (148 projects)
Cultural Enrichment (5 projects)
Behavior (10 projects)
Career Education (7 projects)
Local Needs Assessment

EVALUATION OF TITLE I PROGRAMS

Criteria for Title I program planning, project approval, technical assistance, and for measuring progress of Title I programs are derived from the following sources:

1. Title I, ESEA law, regulations and guidelines.
2. Instructional priorities of the Oregon Board of Education.
3. LEA assessment of the educational needs of disadvantaged students.
4. Educational goals of the Division of Compensatory Education.

Awareness and acceptance of these guidelines promote the concept that education for disadvantaged students in Oregon is not a fragmented local district effort, but is integrated into a state-recognized plan of good education for all Oregon students.

A. The Relationship of Title I, ESEA projects to State Educational Priorities.

The purpose of Title I, ESEA, "to expand and improve...educational programs by various means which contribute to meeting the special educational needs of educationally deprived children,"* is supported by many priorities of the Oregon Board of Education (OBE) and the Division of Compensatory Education. All Title I projects relate directly to the OBE priority to "respond to learners with unique educational needs." Other OBE priorities and aligned Compensatory Education objectives are presented in Chart 5, with a count of corresponding Title I projects and components.

OBE and Division of Compensatory Education priorities are not always comparable. For example, one OBE priority ("emphasize the fourth 'R', responsibility") is not a specific Compensatory Education objective, although it is an underlying concept in many Title I projects.

There were 29 Title I preschool projects in FY 1973, less than the 44 in FY 1972, but still a substantial thrust in "improving early childhood education" for disadvantaged students. Districts report that many summer preschool projects were discontinued because: (1) they ran out of funds; (2) the financial future of Title I was uncertain; and (3) children identified to participate had moved away.

The main thrust of Title I in Oregon may be interpreted as improvement of primary education since the majority of students enrolled are in the primary grades. Instructional emphasis at this level appears to be on increasing reading proficiency and continuity of basic skill development. From 1972 to 1973, the number of project components that focus on language arts and basic skills almost doubled, while the number of reading projects showed a slight decrease.

Indicators of improved instructional and management practices are the number of projects reporting new or improved instructional methods and management practices, and new hiring or improved utilization of personnel. Many of the indicators reported are nationally recognized as supportive to educationally disadvantaged students and have been tabulated in Oregon Title I projects for the first time in FY 1973. Staff training relates to improved instruction and is a strong component of Title I, with 149 projects conducting in-service sessions. All Title I projects employing aides are required to plan in-service.

The small number of Title I projects that reflect the OBE priority to expand career education (related to the Compensatory Education objective to improve curriculum) showed a slight increase from 1972 to 1973. Parent councils are required for all Title I projects; they apply to both the OBE priority to close the communication gap and the Compensatory Education objective to improve school-community relations.

B. Attainment of Student Performance Objectives.

Title I instructional programs are evaluated by relating student achievement data (primarily gain scores) to student performance objectives written in the project applications. These objectives are written by district personnel following an assessment of the district's educationally disadvantaged students and the selection of project participants. In the final project evaluation, districts report the number of children who accomplished these objectives as specified success levels: (1) high (100% success); (2) average (75-99% success); and (3) low (less than 75% success). The attainment of student performance objectives for Title I projects is presented in Chart 5, and the data is interpreted as follows:

1. Difficulties in Establishing Consistent Data on Performance Objectives.

Establishing consistent performance objectives that allow for statewide generalizations about Title I projects has proved difficult because: (a) districts may

*"Guidelines for Title I, ESEA," Oregon Board of Education, 1974, p. 1.

CHART 5. Progress of Title I Projects in Meeting Instructional Priorities of the Oregon Board of Education and Educational Objectives of the Division of Compensatory Education

BOARD OF EDUCATION Instruction-Related Priorities	DIVISION OF COMPENSATORY EDUCATION Educational Objectives	ARE OBJECTIVES BEING ACHIEVED? Indicator: Title I Projects and Project Components	FY 1972	FY 1973
Improve early childhood education.	Preschool education.		44	29
Improve primary education.	1. Increase reading proficiency.	Reading projects:	179	148
	2. Provide for continuity of skill development.	Project components:		
		–Language Arts	42	73
		–Mathematics	17	5
		–Science	2	0
		–Basic Skills	53	95
Respond to learners with unique educational needs.	DIVISION OF COMPENSATORY EDUCATION Reduce dropouts.			ALL EFFORT 6
Emphasize the Fourth "R," Responsibility.				
Improve health education.				
Improve instructional and management practices.	1. Improve curriculum and instruction.	Project components:		
		–Teacher Aides		152
		–Individualized instruction		141
		–Volunteers		12
		–Tutoring		16
	2. Improve program management and staff training.	In-service sessions:		149
Expand career education.			4	7
Close the communication gap.	Improve school-community relations and coordination of services.		Parent Councils required for all Title I projects.	

assess their needs in various ways, and sometimes performance objectives stated in the project proposal are inconsistent with the needs assessment; (b) the terminology used for performance objectives may vary among individual districts, making it difficult to categorize and tabulate similar results; and (c) participants are sometimes selected for reasons that are inconsistent with the assessed needs and performance objectives for the project.

a. Informal discussion with Title I personnel across the state has revealed conflicting and/or diverse interpretations of the "needs assessment" requirement for Title I projects. Some districts contract with educational research organizations for their needs assessment, often resulting in sophisticated assessments of needs in specific skill areas; other districts may adopt national or state determinations of need, whether or not they pertain to the local district; still other districts may determine educational needs by consulting various sources—the judgment of teachers and administrators, achievement test scores, report card marks, and parental observations and judgments. During 1973-74, HEW auditors questioned the needs assessments of two Oregon districts with Title I reading programs, because their achievement test scores were lower in math than in reading. Similar questions might be asked in other districts.

In an effort to interpret the concept of needs assessment, the Division of Compensatory Education has encouraged districts to develop a broad-based approach involving teachers, students, parents, community members, and administrators and using data from achievement tests, report cards, student self-assessment, and other pertinent information. When pressed for an example or instrument, Compensatory Education personnel have offered the Minnesota Needs Assessment format as a suggestion. The concept of needs assessment, however, needs considerable attention and further delineation in order to become an established tool in education.

b. In order to analyze the attainment of student performance objectives on a statewide basis, the objectives for each district must be classified into activity categories. Because of inconsistency in the stating of performance objectives among districts, this is a difficult task. Some districts use overlapping terms in stating objectives. For example, "comprehension" is often a part of each of the district's objectives and is particularly repeated in reading projects.

The categories established for performance objectives may also vary between districts. For instance, basic reading skills may be variously labeled as communication skills, basic skills, language arts, and/or reading. Many districts, recognizing the interrelationship of the cognitive, affective and psychomotor domains in the learning process, wrote performance objectives which attend to all three areas. Achievement measurement in the affective area poses a difficult problem, however.

c. In some instances the selection of children to participate in the project was not valid and tended to skew the data. Children whose pretest scores failed to indicate disadvantage in the subject area were included in the project anyway. An intensive follow-up by the State Title I Office revealed that children often were selected for the project because of some other need. These districts have been reminded to set performance objectives for need; however, they cite the difficulty in finding assessment instruments in the areas of actual need. For instance, several reading projects are primarily concerned with improving student self-concept and/or attitudes, but project personnel felt instruments measuring self-concept and attitudes were not valid. Other areas of student need assessed by the districts were parent response and/or support for the school program, and interpersonal student skills. Districts appeared to feel that although their objectives are valid, the available measurement instruments in these areas are not valid; often they measure achievement in an academic area rather than the assessed need.

2. Interpretation of the Data, Chart 6.

Performance objectives for all Title I projects are classified by type in Chart 6. The classification system for performance objectives was suggested by the newly adopted minimum graduation requirements and the hierarchy of educational objectives presented in Chart 4. Further information on categories for performance objectives and components of instructional programs may be found in Appendix II (A Taxonomy of Oregon Basic Education).

Reading appears to be the assessed educational need of most educationally disadvantaged students in Oregon. Improvement of reading skills is an aim of 316 separate projects, according to the following breakdown: 148 projects for reading alone, involving more than 26,000 students; 95 basic skills projects; and 73 language arts and/or communication skills projects. Three language arts projects are bilingual for Spanish and Russian-speaking children. Three projects for Indian children are classified in the basic skills area.

Chart 6 shows the percentage of students achieving high, average and low success levels on district performance objectives for both regular and summer terms in

CHART 6

Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives

	REGULAR TERM								SUMMER TERM							
	FY 1973				FY 1972				FY 1973				FY 1972			
Objective Area	High	Avg.	Low	N	High	Avg.	Low	N	High	Avg.	Low	N	High	Avg.	Low	N
Reading	54.9%	23.9%	21.2%	22,221	60.3%	16.0%	23.7%	21,318	68.4%	14.0%	17.6%	4,450	55.4%	8.5%	26.1%	4,563
Language Arts	49.8%	28.3%	21.9%	2,832	48.7%	25.6%	25.7%	12,157	62.4%	12.0%	25.6%	966	55.6%	21.6%	22.8%	1,690
Mathematics	36.4%	28.1%	35.5%	579	68.0%	20.7%	11.3%	1,483	80.0%	----	20.0%	158	59.3%	21.3%	19.4%	1,321
Physical Health	68.3%	18.4%	13.3%	2,290	47.0%	44.5%	8.5%	1,241	74.2%	14.7%	11.1%	592	65.5%	14.0%	20.5%	378
Mental Health	50.9%	28.9%	20.2%	3,932	45.0%	11.0%	44.0%	322	52.1%	8.1%	39.8%	1,242				
Attitudes	47.6%	20.4%	32.0%	1,758	59.5%	19.5%	21.0%	4,665	92.9%	7.1%	----	111	74.2%	10.6%	15.2%	784
Behavioral Change	65.4%	----	34.6%	274	48.0%	19.5%	32.5%	2,536	86.2%	9.2%	4.6%	287				
Cultural Enrichment	67.6%	25.4%	7.0%	374	41.0%	26.5%	32.5%	991	----	----	----	----	57.5%	26.5%	16.0%	1,141
Basic Skills	45.2%	30.1%	24.7%	1,490					78.0%	17.1%	4.9%	216				

Chart 6 presents a tabulation of student achievement for the three major performance objectives reported by each Title I project in the sample (exclusive of Portland), comparing achievement in FY 1972 and FY 1973. "N" refers to the number of students included in the sample (a duplicated count of students enrolled in two or more areas in any one term). High, average, and low refer to student success levels on objectives.

FY 1973 and FY 1972. For FY 1973, districts report that the majority of students achieved at the high (100%) success level. This was especially noted for FY 1973 summer term projects, with a range of 52 to 93% of the students at the high success level. In regular term projects, 36 to 68% of the students attained the 100% level, a range considerably lower than for summer projects. The percentage of summer term students achieving the high success level is, in fact, consistently higher than for regular term students in most subject areas—especially in math, physical health, attitudes, behavioral change, and basic skills, with 74 to 93% of the students showing 100% success levels.

Attainment at the high success level by a majority of Title I students may appear to be an incredible performance for disadvantaged students. However, if project people are really attuned to student needs and have set realistic objectives for student performance, it is quite conceivable that students will, and should, perform at a high success level. Individual district reports varied in their determinations of student success and in many instances commented on whether or not the performance objectives were realistic. Often these comments related to the need for setting more astute performance objectives.

The greater percentage of student success in summer than in regular term projects may relate to a number of variables. During 1973, summer term enrollment was less than one-fourth of regular term enrollment, providing a smaller population from which to draw the sample; however, the stratified random sample from which data has been drawn should control for this. An analysis of summer project reports and informal discussions with teachers suggest that summer programs may be more flexible and diverse, and are met with greater enthusiasm by teachers. Summer programs appear to be integrated around several needs of students; regular term programs may be more fragmented because of the confines of class scheduling. A number of summer programs made use of varied environments, scheduling classes at camp sites, relating field trips to core topics, and generally providing a more informal atmosphere. Summer classes were generally smaller, with a lower student-teacher ratio. One factor may or may not be significant—summer school personnel tend to be chiefly credentialed teachers, while regular term programs are staffed chiefly by aides.

C. Student Achievement in Academic and Affective Areas.

The success of individual students in Title I projects is measured by standardized instruments, achievement tests, and subject matter tests selected by districts as appropriate measures of student growth in relation to student performance objectives written by district personnel. In their final evaluations, districts report pre-test, post-test, and gain scores for each student; these scores validate district reports of student success levels on performance objectives.

Achievement data has been collected from a subsample of the sample, since the entire sample had too diverse a collection of tests and methods of reporting scores to make compilation feasible. Analysis of student achievement data has been limited to simple representation of the range of grade level gain scores reported in the subsample; there is no attempt to draw general conclusions or predict student scores beyond the subsample. Achievement scores for Portland projects are compiled separately.

The validity of achievement scores for statewide reporting is limited because Oregon does not have a uniform testing program which would produce comparable data. On the other hand, a state-adopted testing program might not be sufficiently versatile to measure the diverse areas specified in district performance objectives. Other factors which limit the use of achievement data follow:

1. Many types of tests are used: 15 different achievement tests were used for the 49 regular term projects in the sample, and 15 different tests for the 34 summer projects (including Portland). (See Chart 7.)
2. Some schools use different pre- and post-tests.
3. Some schools fail to administer an achievement test.
4. Test data may be reported incorrectly.

Achievement test gain scores for both regular and summer terms are represented on interquartile graphs, Charts 8 and 14. Interquartile graphs illustrate gain scores of the middle 50 percent of the children in the subsample. This approach eliminates the extreme cases at either the high or low ends of the achievement scale, focusing on the median range of scores. Scores for the interquartile graphs are derived from the Gates-MacGinitie Reading Test, the Metropolitan Achievement Test, and the Jastak Wide Range Achievement Test and are compiled according to two factors:

1. Grade levels (primary, intermediate, and upper).
2. School estimate of student learning potential (low, average, or high).

CHART 7
Achievement Tests Reported in the Regular Term
Sample of 49 Projects

California Achievement Test
Comprehensive Test of Basic Skills
Durrell-Sullivan Reading Achievement Test
Gates-MacGinitie Reading Test
Gray Oral Reading Test
Iowa Test of Basic Skills
Jastak Wide Range Achievement Test
McMenemy Measure of Reading Ability
Metropolitan Achievement Test
Metropolitan Readiness Test
Peabody Individual Achievement Test
Portland Elementary School Math Test
Screening Test of Academic Readiness
SRA Achievement Series
Stanford Achievement Test

Achievement data for Portland Public Schools is presented separately from the interquartile graphs; this data compares the academic achievement of Title I and non-Title I students in FY 1972 and FY 1973 and also provides measures of the affective areas of student attitude and attendance.

1. Regular Term Achievement, Chart 8.

a. Title I Projects Excluding Portland.

The interquartile graphs show that gain scores on the Gates-MacGinitie Reading Test ranged from 2 months to 2 years. In all instances but one, the students perform in relation to their predicted potential. Upper grade children with both average and high potentials show a gain of 1.9 years for 9 months of instruction at the upper limit of the interquartile range.

Metropolitan Achievement Test scores show student achievement gains from 3 months to 1.5 years; however, these gains are not always consistent with the low, average, and high potential designations. Primary children with both low and high potential show a maximum growth of 1.1 years for 9 months instruction. Intermediate children with both average and high potential show a maximum gain of 1.5 years for the school year.

Gains in Jastak Wide Range Achievement Test scores are inconsistent with the low, average, and high potential groupings at all levels but the primary. Gains range from 5 months to 4.3 years for the regular term. The high potential group of upper grade students show exceptionally high gain scores of 2.1 to 4.3 years, with a median of 2.5 years.

b. Portland Projects.

Student achievement scores from Portland Area III projects are presented in Charts 9 and 10. These charts list achievement scores in reading and mathematics, comparing achievement gains for Title I and non-Title I students in 1972 and 1973.

Portland Area III evaluation reports contain measurements in the affective domain for both elementary and secondary school students. A 10-item attitude scale called "You and School" was developed for elementary students, with five statements about attitude toward school and five about self-concept. Surveys were taken in December and again in May from Grades 3, 5, and 7 at fourteen schools (7 Title I, 7 non-Title I). The results are shown in Chart 11. There was a slight mean decrease in positive attitude at each grade level in both school groups (with the exception of Grade 5 in Title I schools). Both groups tended to be less positive as the year progressed, possibly because students were tired and looking forward to vacation. In summary, the evaluation stated:

> It has not been shown that the affective objectives have been met. There are two options available to the reader when viewing this data; one, that no real difference exists; and two, that the instrumentation is not sensitive enough to either changes or differences that occur.

On the secondary level, Portland Area III administered an attitude survey to a sample of 190 Title I students. Four categories for attitudes were identified, as shown in Chart 12. The results were reported as follows in the Portland Area III evaluation:

> The Authority dimension shows that 63% of students consider school as a place with too many rules. Almost 47% think teachers treat them fairly while 37% think teachers care about them. Almost 39% are neutral or uncommitted on the question of teachers caring about them as students. 33% consider principals as being pretty hardnosed with respect to giving a kid a break.

> In the area of Curriculum, students express the following opinions. Almost 88% consider what they learn in school as being important to them someday,

CHART 14

INTERQUARTILE* RANGES OF TEST SCORES FOR STUDENTS IDENTIFIED AS HAVING LOW, AVERAGE AND HIGH LEARNING POTENTIALS, REGULAR TERM.

*Middle 50% of Title I students tested.

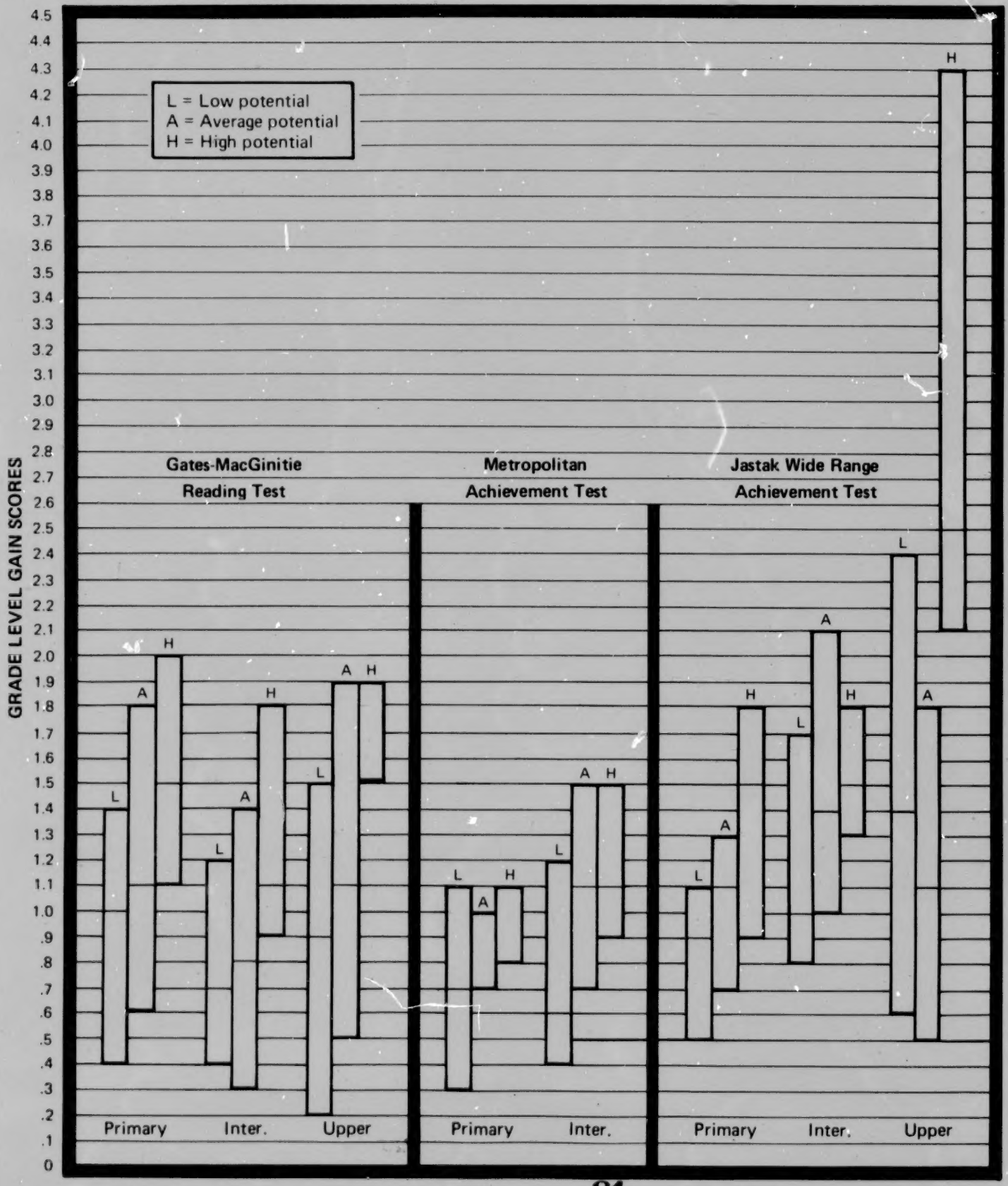


CHART 9

Mean Score Comparisons in Reading
FY 1972 and FY 1973
Portland Area III Schools

		FY 1972		FY 1973		
		N*	Mean	N*	Mean	Difference
Grade 3	Non-Title I	1513	49.1	1349	51.4	+2.3
	Title I	389	47.3	454	47.1	- .2
Grade 4	Non-Title I		**	1320	46.8	
	Title I	361	45.6	401	43.8	- 1.8
Grade 5	Non-Title I	1500	51.2	1372	50.4	- .8
	Title I	338	44.3	431	45.9	+1.6
Grade 6	Non-Title I		**	1520	48.6	
	Title I	421	41.8	396	42.4	+ .6
Grade 7	Non-Title I	1580	50.3	1542	52.2	+1.9
	Title I	349	45.2	356	46.6	+1.4

*N = Number of students tested.
**Metropolitan Achievement Test not administered to Non-Title I schools.

Tests: Grades 3, 5, and 7—McMenemy Measure of Reading Ability
Grades 4 and 6—Metropolitan Achievement Test.

CHART 10

Mean Score Comparisons for Arithmetic Computation, Problem Solving, and Concepts FY 1972 and FY 1973 Portland Area III Schools

			FY 1972		FY 1973		
			N*	Mean	N*	Mean	Difference
Grade 3	Computation	Non-Title I	1576	48.1	1381	50.5	+2.4
		Title I	358	47.5	459	49.7	+2.2
	Problem Solving	Non-Title I	1522	48.8	1362	50.6	+1.8
		Title I	358	48.0	442	47.7	- .3
	Concepts	Non-Title I	1544	49.2	1361	50.5	+1.3
		Title I	358	49.5	440	48.8	- .7
Grade 5	Computation	Non-Title I	1509	49.8	1402	49.5	- .3
		Title I	357	43.6	432	47.9	+4.3
	Problem Solving	Non-Title I	1515	50.9	1401	49.9	- 1.0
		Title I	354	44.2	429	46.1	+1.9
	Concepts	Non-Title I	1522	50.0	1395	49.8	- .2
		Title I	348	45.4	429	46.0	+ .6
Grade 7	Computation	Non-Title I	1591	50.0	1566	49.4	- .6
		Title I	347	46.5	370	45.3	- 1.2
	Problem Solving	Non-Title I	1585	50.2	1528	50.6	+ .4
		Title I	347	46.3	368	45.6	- .7
	Concepts	Non-Title I	1591	48.9	1527	49.2	+ .3
		Title I	351	44.9	365	45.6	+ .7

*N = Number of students tested.

Test: Portland Elementary School Math

while only 26% say they like to do school work, and 35% say that the work is interesting. Approximately 49% of the students consider academic subjects are non-threatening or not scary. Almost 48% indicate that they often read just for fun.

Peer relationships were considered and data show that students feel positively that they have friends in their classes (78%), that they can get help from classmates (51%), and that kids get along well together (56%). In their opinion about student fighting in school, 37% said that there was too much with 38% indicating the opposite point of view. Only 48% considered school spirit high with a little more than 25% indicating a less than adequate school spirit.

The fourth dimension of Self in relation to school shows that students feel that they work well when allowed to work alone (75%). Approximately 40% said that they did well on assignments with only 23% indicating not doing well. Only about 13% admit to not being careful about their work while approximately 46% admit to mistakes due to not listening to instructions, etc. Another 45% found it hard to remember things in school.

In conclusion, it could be said that there are no surprises indicated by these data. Students think that what they are supposed to learn is important, but they don't like to do it and don't find it very interesting. They consider school a place with too many rules and are not convinced that staff really care about them. They see themselves as having friends and as getting along fairly well. In addition, they think they do well when working alone, find it tough to remember things, are careful about their work but do make mistakes due to poor listening habits.

Area I of the Portland district compiled student attendance data to measure a major project objective—a 3 percent increase in the average attendance rate of Title I students. The results, compiled in the final evaluation report, indicate that this objective was not achieved in any of the ten Title I schools. As shown in Chart 13, all four primary schools showed a slight increase in attendance rate, while the two high schools and one middle school showed small losses. Jefferson, the school with the largest loss (-10.4%), had complete data on only 69 Freshmen students. The Area I evaluation concludes:

The staff in the project schools have put much effort into increasing attendance which seems to be improving slightly in primary grades. It is difficult to determine the degree to which low attendance rates are affected by illness as opposed to low school interest and motivation. However, a continued effort will be made to increase attendance rates among the identified Title I students.

2. Summer Term Achievement, Chart 14.

The interquartile graph for summer term (Chart 14) shows smaller ranges of student gain scores than the regular term graph. Summer projects usually run from two to eight weeks, while regular term programs run from 18 to 36 weeks and for shorter daily instruction periods.

Achievement gains in Gates-MacGinitie Reading Test scores ranged from -.1 (one month loss) to a gain of 1.0 year. Primary and intermediate students show a similar range in achievement gains except for high potential students at the intermediate level (with a higher range of 5 to 12 months). Again, the scores are not totally consistent with the low, average, and high potential designations. The primary level children performed somewhat in reverse to their estimated potential according to achievement gain scores, although the lower limit and median of the ranges are consistent with estimated potential.

Metropolitan Achievement Test gain scores ranged from zero to 1.2 years. Upper grade children show the greatest gains and are consistent with low, average, and high potential designations. Primary and intermediate children show smaller ranges in achievement gain and are consistent with low and average estimates of student potential, but inconsistent for the high potential designation.

3. Summary.

Achievement scores from the limited subsample of Title I projects show that student grade level gains ranged from approximately 1 to 2 months for every month in regular term programs. Summer term programs show 1.5 to 3.0 months grade level gain for each month of instruction.

Students at all grade levels (primary, intermediate, and upper) show achievement gains in Title I programs. There does not seem to be any consistent pattern within tests or across tests to indicate that children perform according to their estimated ability potential. The regular term Jastak Wide Range Achievement Test

CHART 11

Mean Comparisons Between Title I and Non-Title I Schools
on Attitude Toward School and Self,
Portland Area III Schools,
December 1972 and May 1973

Grades 3, 5, and 7

Group	Dimension	Grade	N*	Mean Dec.	Mean May	Difference
Title I	Attitude Toward School	3	325	10.5	9.8	- .7
Non-Title I			337	10.4	8.9	- 1.5
Title I		5	286	8.2	7.7	- .5
Non-Title I			348	9.1	8.0	- 1.1
Title I		7	253	7.0	6.3	- .7
Non-Title I			356	7.2	6.5	- .7
Title I	Attitude Toward Self	3	325	10.0	9.9	- .1
Non-Title I			337	9.8	9.5	- .3
Title I		5	286	8.6	8.9	+ .3
Non-Title I			348	9.3	8.7	- .6
Title I		7	253	9.0	8.6	- .4
Non-Title I			356	8.7	8.2	- .5

*N = Number of students tested.

CHART 12

Student Responses in Percents to Questions Grouped into Four Cagegories Related to School and Self, FY 1973, Portland Area III Schools

(N=190)

Category	Statements	Response Choices				
		Strongly Agree 1	Mildly Agree 2	Neither Agree or Disagree 3	Mildly Disagree	Strongly Disagree
Authority	1. There are too many rules in school	39.6%	23.4%	16.9%	8.4%	11.7%
	2. Principals never give a kid a break	20.2%	13.0%	26.6%	19.5%	20.7%
	3. Teachers treat kids fairly	19.3%	27.3%	26.7%	12.4%	14.3%
	4. My teachers care about me	16.1%	21.3%	38.7%	8.4%	15.5%
	5. Teachers try to make school interesting	33.1%	20.1%	24.8%	7.1%	14.9%
Curriculum	1. What I learn in school will be important to me some day	62.6%	25.2%	7.1%	1.9%	3.2%
	2. Academic subjects scare me	9.7%	23.2%	17.9%	17.9%	31.3%
	3. School subjects are interesting	14.9%	20.1%	29.9%	19.5%	15.6%
	4. I often read a book just for fun	22.8%	25.9%	17.1%	13.3%	20.9%
	5. I like to do school work	10.3%	15.5%	21.9%	15.5%	36.8%
Peers	1. I have many friends in my classes	38.6%	39.8%	11.1%	5.9%	4.6%
	2. Kids in my classes get along well together	16.9%	39.6%	24.7%	8.4%	10.4%
	3. School spirit is high in my school	20.8%	28.3%	25.2%	13.8%	11.9%
	4. When I need help I can ask a classmate	23.3%	28.3%	21.4%	10.0%	17.0%
	5. Kids in this school fight too much	20.8%	16.2%	24.7%	18.2%	20.1%
Self in Relation to School	1. I do well when I work alone	35.7%	39.5%	13.0%	8.0%	3.8%
	2. I do well on school assignments	16.3%	33.3%	27.5%	11.8%	11.1%
	3. I find it hard to remember things in school	18.8%	26.0%	23.4%	20.1%	11.7%
	4. I make mistakes because I don't listen	16.5%	29.1%	24.0%	13.3%	17.1%
	5. I am careful about my work	22.4%	38.5%	25.7%	9.6%	3.8%

and the summer term Metropolitan Achievement Test record exceptionally large gains for students in the upper grades.

Results from the Portland Area III subsample show substantial achievement gains in reading from 1972 to 1973 for Grades 5, 6 and 7, but achievement losses for Grades 3 and 4. In math, in comparison to FY 1972, gains were made in all three subtests for Grade 5, but losses are recorded on two of the three subtests for Grades 3 and 7.

The affective measures reported here were compiled by Portland Areas I and III. Improved student attitude and attendance are goals of many Oregon Title I projects, but as noted earlier in this section, project personnel report dissatisfaction with affective measures and/or measurement results.

D. Projects in Institutions for Neglected and Delinquent Children.

In FY 1973, 19 Title I projects in institutions for neglected, dependent and delinquent children were funded through school districts. A total of $70,311 was allocated to these projects as follows: 9 of the grants were $2,500 or less; 4 were $2,501-$5,000; and 6 were over $5,000. Ten of the 19 institutional projects were located in the Portland metropolitan area. Participants totalled 484 in all projects (8 regular term, 7 summer term, and 4 year-round). The number of participants is distorted, however, by the high turnover in some institutions. Approximately 80% of the participants were in Grades 7-12, with the median at Grade 9.

Program objectives in these 19 institutional projects emphasized behavioral change and the improvement of self-esteem. Seven projects used arts and crafts programs or summer mini-courses to give participants the chance to succeed at tasks and build better intra-group relationships. Seven projects provided tutoring or summer courses in basic skills to attempt to break academic failure patterns. The least successful academic project was a tutorial program in which the study hall atmosphere was too structured to motivate boys who disliked school. One of the most successful was a summer language arts program in which good teacher-student rapport and a college atmosphere prompted one senior girl to register at a local college for an additional class. One project stressed improved school attendance, increasing the institution's average daily attendance from 51% in FY 1972 to 76% in FY 1973 through the use of full-time educational supervision, tutorial services, and mediation meetings between the student, teacher, and liaison counselor. Many projects used field trips into the community as a vehicle for improving social behavior and motivating academic achievement or career awareness. Two projects planned highly successful longer trips, a three-day trip down the Oregon coast and a mountain climb, to introduce delinquent boys to new experiences and stress situations. One institution for neglected children ran a preschool with Title I funds; another changed its teaching approach for children with learning problems from one-to-one tutorials to a group school.

E. The Variety of Oregon Title I Projects.

The variety and flavor of Oregon Title I projects is not apparent in the statistical information of this report. In an effort to present these qualities, descriptions of some projects are included in this section. The Roosevelt High School project in Portland was selected to represent Oregon at the U.S. Office of Education "Education Fair 1973," held in Washington, D.C. in May 1973. Information about this exemplary project and its philosophy is presented at the end of this section.

PRESCHOOL

Program Goals:

1. To provide opportunities for the preschool student to develop a positive self-image, positive attitudes, and self-motivation for learning.
2. To provide activities to help correct remediable deficiencies that would hinder a child's ability to think and conceptualize in many areas of knowledge.

Program Description:

Twenty children are split into a morning and afternoon group and meet with one teacher and one teacher aide on three days of each week. Children are encouraged to participate in group activities and to share information with the class. For example: each child has a bulletin board for displaying his work; children also use manipulative materials such as puzzles and blocks. Study units and field trips on topics such as "the family" or "the city" are used to extend the children's experience. The teacher visits children's homes periodically, helping parents to correlate the child's home experience with preschool experience. A special education team serving the county assists in diagnosing learning problems.

CHART 13

Attendance Rates of Title I Students
for FY 1972 and FY 1973,
Portland Area I Schools

School	Number of Students	1971-72	1972-73	Difference
Applegate*	63	90.2%	92.0%	+ 1.8%
Ball*	140	89.3%	90.0%	+ .7%
Clarendon*	237	90.5%	90.9%	+ .4%
Couch	73	86.5%	85.7%	- .8%
Humboldt*	133	91.3%	92.4%	+ 1.1%
James John	178	93.3%	91.9%	- 1.4%
Ockley Green	202	94.8%	95.7%	+ .9%
Portsmouth Middle	336	88.5%	87.5%	- 1.0%
Jefferson	69	89.2%	78.8%	- 10.4%
Roosevelt	261	84.4%	82.6%	- 1.8%

Weighted Mean for Difference is -.7%

*Primary Schools

Wallowa School District No. 12
Wallowa County

Grant:	$6,253
No. of Children:	20
$/Child:	$313

ELEMENTARY RESOURCE TEACHERS

Program Goals:

1. To improve the student's self-concept.
2. To increase the student's enthusiasm for school.
3. To improve the student's basic skills (an implicit goal).

Program Description:

Elementary resource teachers provide services to children in Grades 1-6 who display unacceptable social behavior and whose deficiencies or low achievement in academic areas result in frustration or a poor attitude toward school. Resource teachers may provide counseling, diagnostic and prescriptive services, remedial education in an individual or small group setting, or help to expand a student's cultural experiences. They may also provide liaison between the classroom teacher, the child and parent, and other professional agencies whose specialized services are needed. Whenever possible, the resource teachers assist the regular classroom teacher in providing help to the child within the regular classroom setting.

Medford School District No. 549C
Jackson County

Grant:	$136,366
No. of Children:	771
$/Child:	$177

ENVIRONMENTAL LEARNING CENTER

Program Goals:

1. To increase the student's reading level through daily, individualized reading instruction.
2. To increase the student's arithmetic achievement through daily, individualized instruction in basic fundamentals.
3. To improve the student's interest and attitude toward school, as demonstrated by more regular attendance.

Program Description:

An environmental learning center for "turned-off" children in Grades 2-6 utilizes an ungraded approach, stressing individualized instruction in reading and math basics and attacking defeatist attitudes through a variety of high interest projects. A greenhouse, shop, kitchen and sewing room provide children with an opportunity to practice skills. For example: children use reading skills to follow building layouts, mechanics manuals and recipes; they use math skills for carpentry and cooking. Children experience success in a relaxed atmosphere; they begin to "turn on" to learning and believe they **can** learn.

Canby School District No. 86
Clackamas County

Grant:	$11,745
No. of Children:	37
$/Child:	$317

IMPROVING COMMUNICATION SKILLS THROUGH DIAGNOSIS AND PRESCRIPTION

Program Goal:

To improve the communication skills of students so they can participate successfully in the total school environment.

Program Description:

This elementary school program includes a resource materials center, resource teachers, and teacher aides. Students who need help in reading or language development are referred to a resource teacher for diagnostic testing. After reviewing the findings, the classroom teacher and resource teacher prescribe the teaching strategy best suited to the student. A teacher aide, under the supervision of the resource teacher, is assigned to work with the student in a one-to-one or small group situation. The instructional time allowed each child will vary according to his needs and rate of progress.

Nyssa School District No. 26
Malheur County

Grant:	$53,247
No. of Children:	220
$/Child:	$242

INDIVIDUALIZED READING PROGRAM

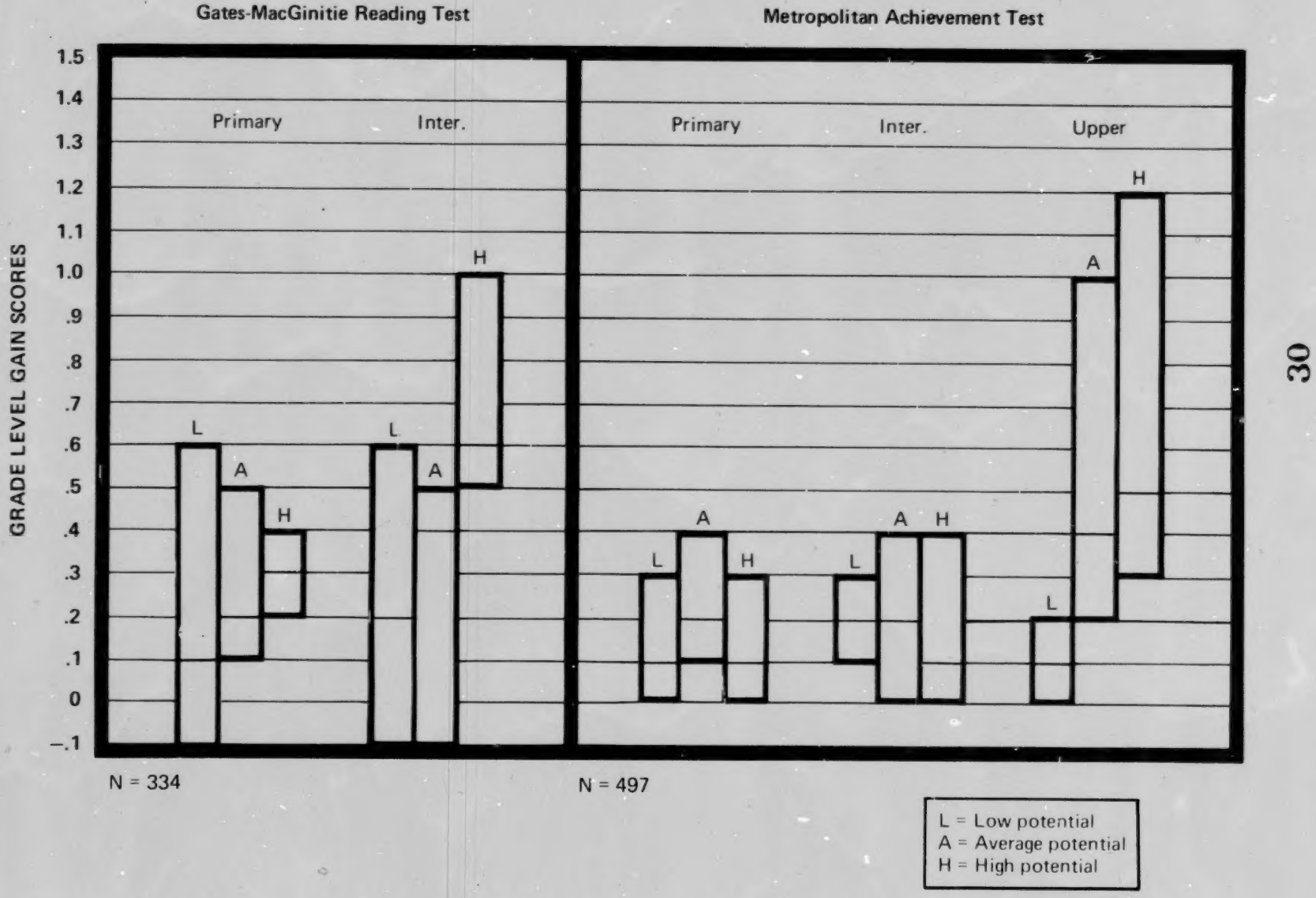
Program Goal:

To assure that the student can read and compute to the best of his/her ability.

CHART 8

INTERQUARTILE* RANGES OF TEST SCORES FOR STUDENTS IDENTIFIED AS HAVING LOW, AVERAGE AND HIGH LEARNING POTENTIALS, SUMMER TERM.

*Middle 50% of Title I students tested.



Program Description:

The formula for an individualized reading program in an elementary school is: intensive, individualized instruction using a variety of high interest teaching materials, positive reinforcement techniques, and work on gross motor activities. Some older Title I students work one hour each week with first and second graders, boosting their self-image and freeing the teacher for individualized instruction. Parent interest is encouraged through meetings and home visits by the Title I teacher.

Central Point School District No. 6
Jackson County

Grant:	$27,150
No. of Children:	129
$/Child:	$211

OPPORTUNITY SCHOOL FOR DROPOUTS

Program Goals:

1. Potential dropouts will attend a seminar class in social studies or language arts.
2. Potential dropouts will receive individual instruction at the high school for two hours weekly.
3. Dropouts will attend an Opportunity School for individual instruction.
4. Dropouts and potential dropouts will be offered counseling services.

Program Description:

Potential dropouts are given special seminar classes at the high school; work is adjusted to their capabilities and interests, using materials and methods to motivate interest and individualized instruction in a particular subject. Students may attend an off-campus Opportunity School for dropouts without meeting the normal dress and attendance restrictions of secondary school. Individualized instruction at the Opportunity School offers short work units with a built-in high success ratio to counteract students' poor self-concepts. A special counselor provides services to both potential dropouts on the campus and dropouts enrolled at the Opportunity School; particular emphasis is placed on career orientation and job placement assistance.

Forest Grove School District No. 15
Washington County

Grant:	$23,492
No. of Children:	95
$/Child:	$247

SUMMER CAMP

Program Goals:

1. To improve the student's self-concept.
2. To improve the student's failure avoidance index.

Program Description:

The program offers a two-week summer camp on the slopes of Mt. Hood for children in Grades 3-6. Away from a school environment where children often face failure and may behave in an unacceptable manner, the camp provides a positive, loving environment where they participate in arts and crafts, physical education, and reading for enjoyment. Self-concept can improve as children have fun with teachers and peers.

Grant County Cooperative
Grant County

Grant:	$17,188
No. of Children:	84
$/Child:	$205

PROGRAM FOR READING DEVELOPMENT

This project, located at Roosevelt High School in Portland, was one of 30 Title I and Title III projects in the nation selected to participate in the U.S. Office of Education's "Education Fair 1973" in Washington, D.C. The following description of the program's philosophy, written by the project director, Mrs. Audrey Wilson Brune, may help to explain why this reading program gets results.

The "Wilson Approach"
in Teaching Reading
("Horse Sense Method")

Our Philosophy: We believe that each student entering our program has the right to learn to read or improve his reading. Good control must be kept in the class so he CAN learn. **Lack of materials is no excuse.** It is the responsibility of the teacher to find and develop methods which will facilitate this type of student learning. The teaching act is the important factor. Past failures should be ignored with present success stressed. **We must get off the kid's back and stay off.**

A poor reader is extremely adept at picking up "body language" and a teacher's attitude toward him, therefore, is of utmost importance. The teacher must be genuine at all times during student-

teacher communication. Never let the student down when he makes a mistake, **unintentional or not.** Remain the same kind, considerate teacher. **(He may be "testing" you to determine if he is in a place where he can make a mistake and not be criticized.)** Poor readers must have a highly structured program, well-planned, with purpose, and balanced with a relaxed atmosphere including occasional student-oriented activities. Have a little fun—set a waste-basket in the center of the room and let everybody shoot their wadded up waste paper.

Prior understanding of the student's attitude toward reading, learning, and himself must be kept constantly in mind. A pleasant climate for learning is necessary. The teacher must help the student construct a new self-concept. The student needs reinforcement in the fact that his intrinsic worth and **success is equal to that of the "most important" person in the school.** What's wrong with "babying" him a little? Nothing at all—it may be what he needs.

In addition to the above, student success must be an integral part of each day's lesson so that any latent frustration does not prevent or slow his progress. **The teacher must recognize each student's belt line (which can be high) and provide in his class a place where the student does not feel threatened.** NEVER put him in a position where he can be laughed at. Never touch a sensitive area until it is "healed"! Find something constructive to say to the student each day. BE SINCERE! Grade him on attendance, effort, and attitude. He CAN earn an "A." **Give him a goal within his reach.**

The teacher must be willing to teach, test, and reteach the same material (with enthusiasm) until it is digested by the student. The teacher must understand that poor readers often have poor visual memory and need much repetition. We believe that **a student would read if he could, not could if he would.** Teachers must have a sense of humor and they must develop interesting lessons. They should take time to talk but not let talking supercede their true purpose. Know your student. NOTICE HIM!

Teachers should always teach and work just under their students' ability. Help the student avoid his frustration level. Keep the student relaxed and comfortable but **working all the time.** TIME IS VALUABLE! Look for and seek out the best in the student. Treat him as if he were the student you know he can become. Take the pressure off. Remember, he has failed 1 hour per day, and more, for approximately 8 years. Would you be in school if you lived in a reading-oriented society where you failed every day? If takes tremendous courage to keep coming. **Make it worth his while.**

RESULT: The teacher will learn to really love, admire, and have tremendous respect for the student. Enjoy your work. Have a ball while you're doing it. Just think, you may be the person who "turns him on"—**only one chance in your lifetime!**

—Audrey Wilson Brune

Program Goals:

1. To improve reading skills, emphasizing an improvement in phonics skills.
2. To help the student to feel comfortable about reading aloud.
3. To develop a healthy attitude toward learning.

Program Description:

This high school remedial reading program, dubbed "Right-on Reading" by student participants, operates under the philosophy that "success breeds success." Students coming to the reading laboratory are placed in groups and allowed to work at their own rates, using materials that they can read successfully at each level. An orderly, disciplined atmosphere is maintained in the classroom. Teacher aides relieve the teachers' work loads; some aides are former students who have improved sufficiently to help others. The program stresses student involvement in their own learning, a high degree of individualized instruction, and warm human relationships based on mutual respect, trust, fairness, concern, love, and the philosophy of "working together."

Roosevelt High School
Portland School District No. 1
Multnomah County

Grant:	$55,366
No. of Children:	168
$/Child:	$222

SELECTED PROJECT DATA

A. Student Participation in Title I: Charts 15, 15a, 16.

In FY 1973, a total of 35,430 Oregon students were enrolled in Title I projects for the regular term and 8,577 for the summer term. An unduplicated count for the year is not available because some students were enrolled in both regular and summer term projects.

Chart 15 shows that Title I in Oregon predominantly enrolls students from the primary grades. Peak enrollment occurs in the first four grades, with a steady decline in enrollment from Grade 5 through high school. Public school enrollment in primary grades (excluding Portland) is distributed as follows for the regular term: 15% in Grade 2; 13% in Grade 3; and 11% in Grade 1. Summer term enrollment is most highly concentrated in Grade 1 (23%), with 18% in Grade 2 and 15% in Grade 3. Both regular and summer terms enrolled 9% fourth graders in Title I programs. In FY 1972, by contrast, the largest percentage of Title I students for both regular and summer terms was in the second grade.

The breakdown of Portland's Title I enrollment is consistent with other Oregon public schools for regular term projects; however, Portland's summer projects enroll a higher percentage of students in Grades 9-12, and a lower percentage in Grades 1-4 than other Oregon public schools. (See Chart 15a.)

Nonpublic school enrollment is almost all in Grades 1-8, with the majority of students enrolled in the first four grades. Peak enrollment occurs in Grade 3 (20%) for both regular and summer term projects. (See Chart 16.)

B. Percent of Students in Major Instructional Areas: Charts 17, 17a, 18.

Many Title I students participated in more than one instructional area and have been counted more than once. A larger percentage of summer term students participate in more than one instructional area than regular term students. In Portland Title I projects, participation in more than one instructional area is especially high, with 71% or more of the students participating in at least three instructional areas during the regular term, and four areas during the summer term. Because of the mutliple participation in instructional areas by single students, the total percentage of participating students reported on the charts will not total 100.

In FY 1973, regular term projects (excluding Portland) enrolled a total of 81% of Title I public school students in reading (71%) and language arts (10%)—an increase of 5% over FY 1972. Enrollment in all other instructional areas was 10% or less, as follows: 10% in cultural enrichment activities, 9% in vocational education, 5% in math/science, and 5% in preschool. In FY 1972, by contrast, enrollment was higher in cultural enrichment activities (19%) and math/science (8%), but lower in vocational education (8%). (See Chart 17.)

Portland enrolled over three-fourths of their Title I public school students in each of three areas 89% in reading, 82% in language arts, and 76% in math/science, with about 44% in cultural enrichment activities. These percentages include the high rate of student participation in more than one instructional area. (See Chart 17a.)

Summer term projects (excluding Portland) enrolled 73% of Title I public school students in reading and language arts, in contrast to 81% in regular term projects. In FY 1972, almost 100% of Title I summer students were enrolled in these areas. Other instructional areas with relatively high summer term enrollment in FY 1973 are: 28% in math/science; 22% in cultural enrichment activities; and 37% in "other" activities—mainly art (16%), physical education (16%), and special activities for the handicapped (4%).

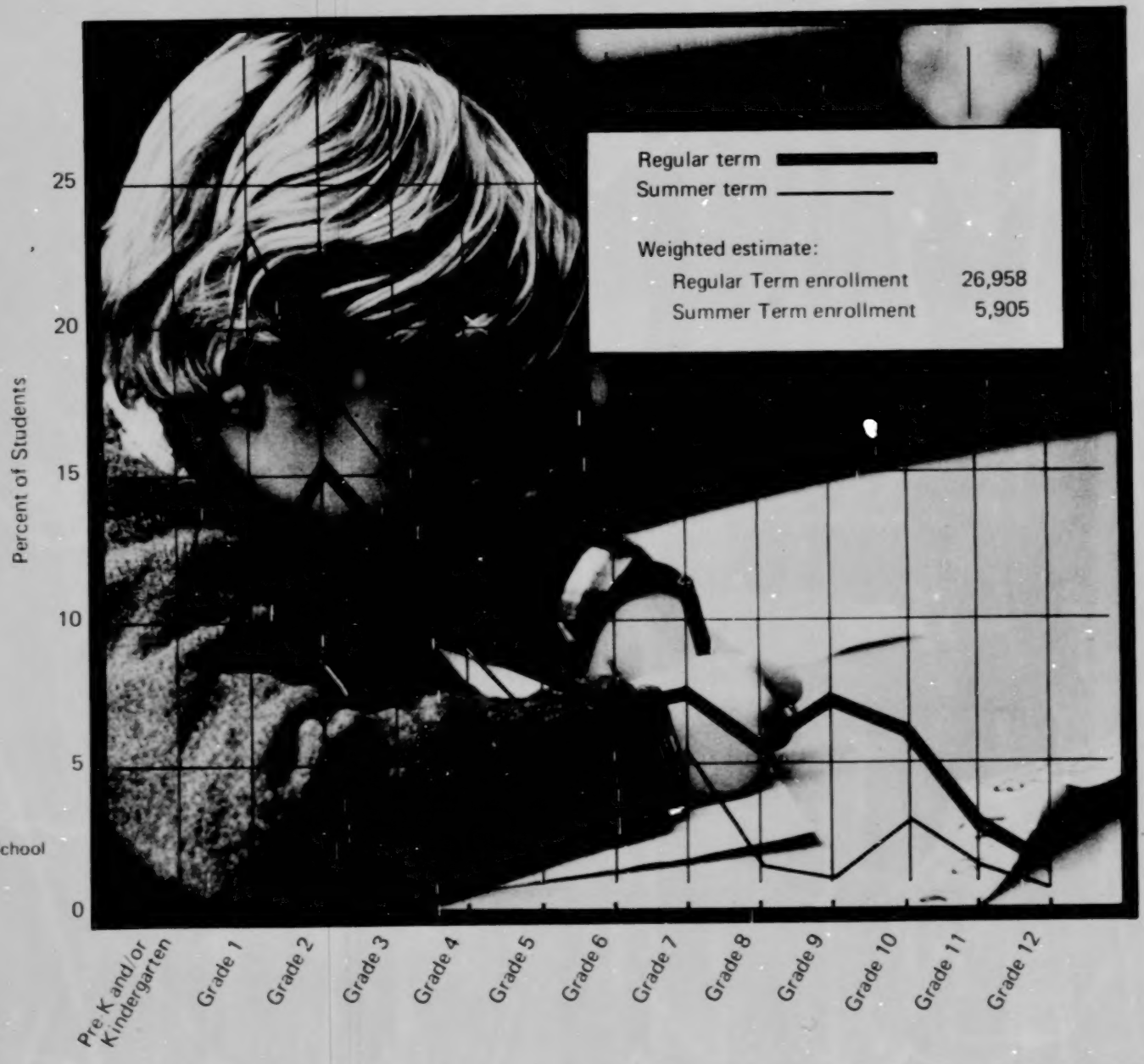
Portland enrolled a high percentage of Title I summer students in the three basic skill areas of reading (80%), language arts (73%), and math/science (75%). Other major concentrations of Portland summer enrollment were 71% in cultural enrichment activities and 23% in the "other" category, which was exclusively physical education. Again, these percentages reflect the high rate of student participation in more than one instructional area.

Nonpublic Title I students participated in three main instructional areas: reading/language arts, math/science, and cultural enrichment activities. (See Chart 18.) During the summer term, 42% of nonpublic Title I students were enrolled in physical education activities. Both regular and summer terms increased their enrollment in language arts (primarily reading) from FY 1972 to FY 1973. Cultural enrichment activities show a 9% drop for the regular term from FY 1972 to FY 1973, but a 13% increase in summer term enrollment.

C. Percent of Students Receiving Support Services: Charts 19, 19a, 20.

The percentage of Title I public school students receiving support services through FY 1973 regular term projects is most highly concentrated in the areas of transportation (31%), guidance counseling (13%), and social work (13%). (See Chart 19.) The remaining

CHART 15
PERCENT OF PUBLIC SCHOOL STUDENTS PARTICIPATING IN TITLE I BY GRADE LEVEL



Photograph by:

Ben Kerns, Senior
South Eugene High School

CHART 15A
PERCENT OF PUBLIC SCHOOL STUDENTS
PARTICIPATING IN TITLE I BY GRADE LEVEL IN PORTLAND PROJECTS.

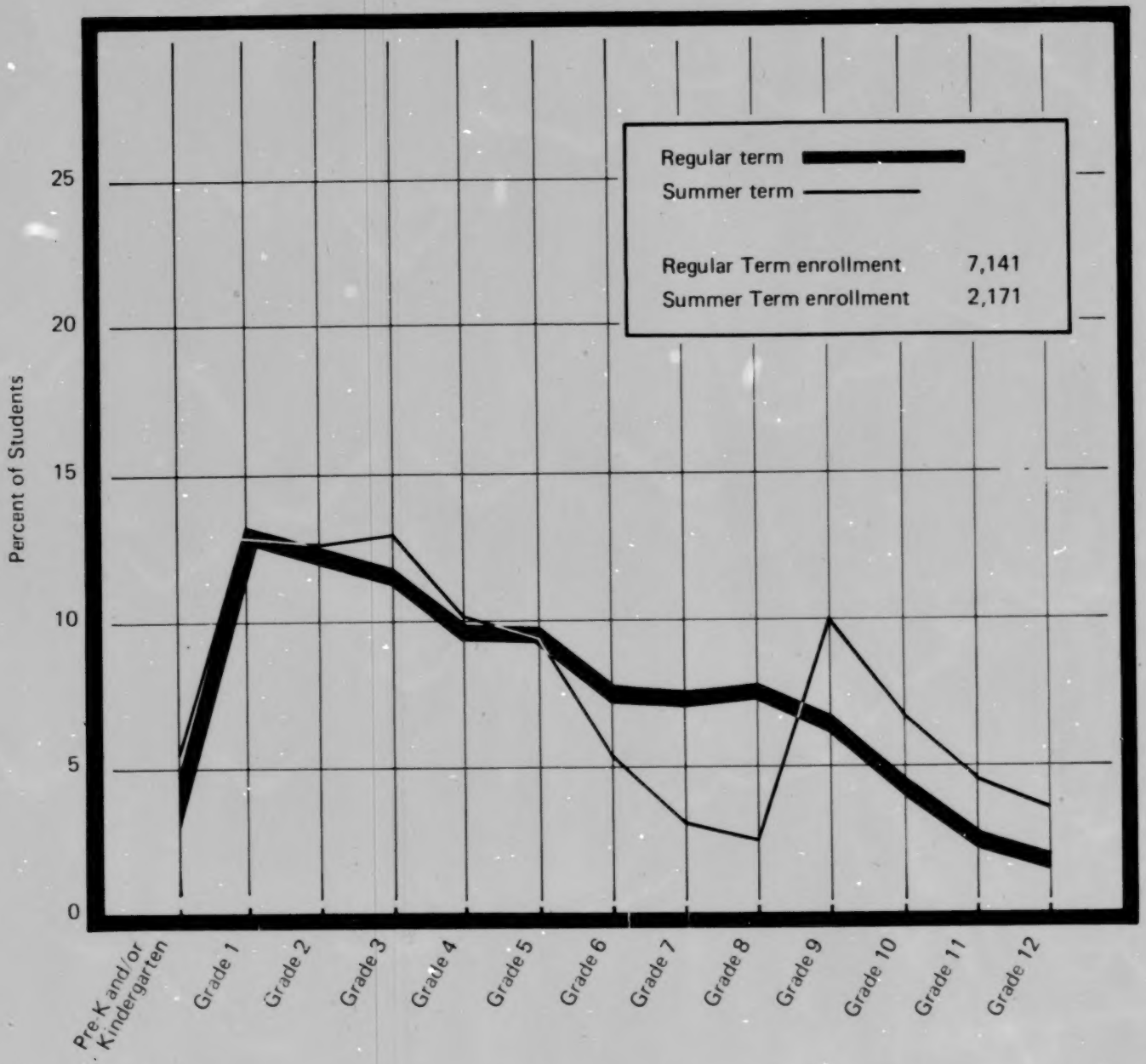


CHART 16
PERCENT OF NON-PUBLIC SCHOOL STUDENTS PARTICIPATING IN TITLE I BY GRADE LEVEL

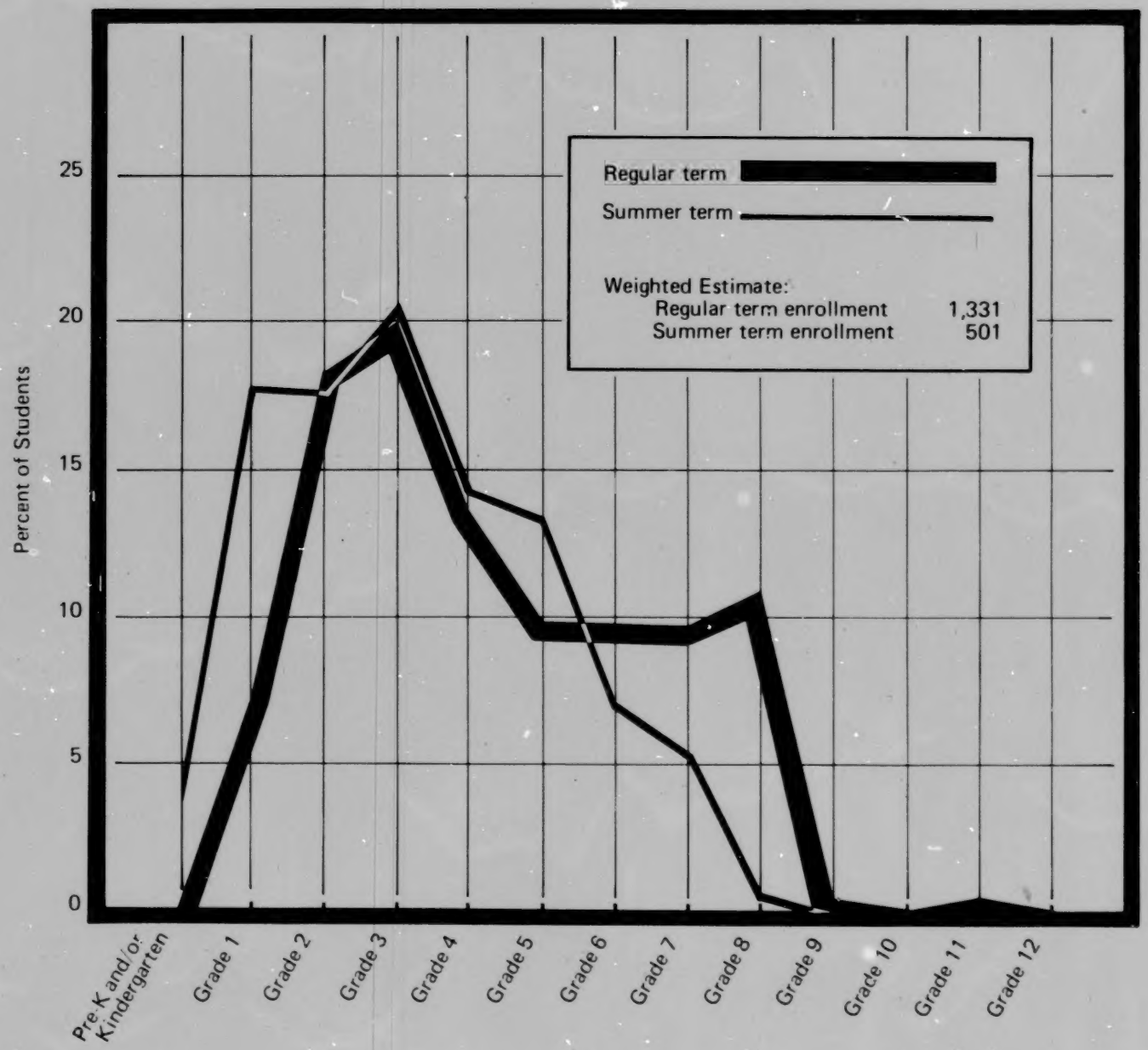


CHART 17
PERCENT OF PUBLIC SCHOOL TITLE I STUDENTS IN MAJOR INSTRUCTIONAL AREAS*

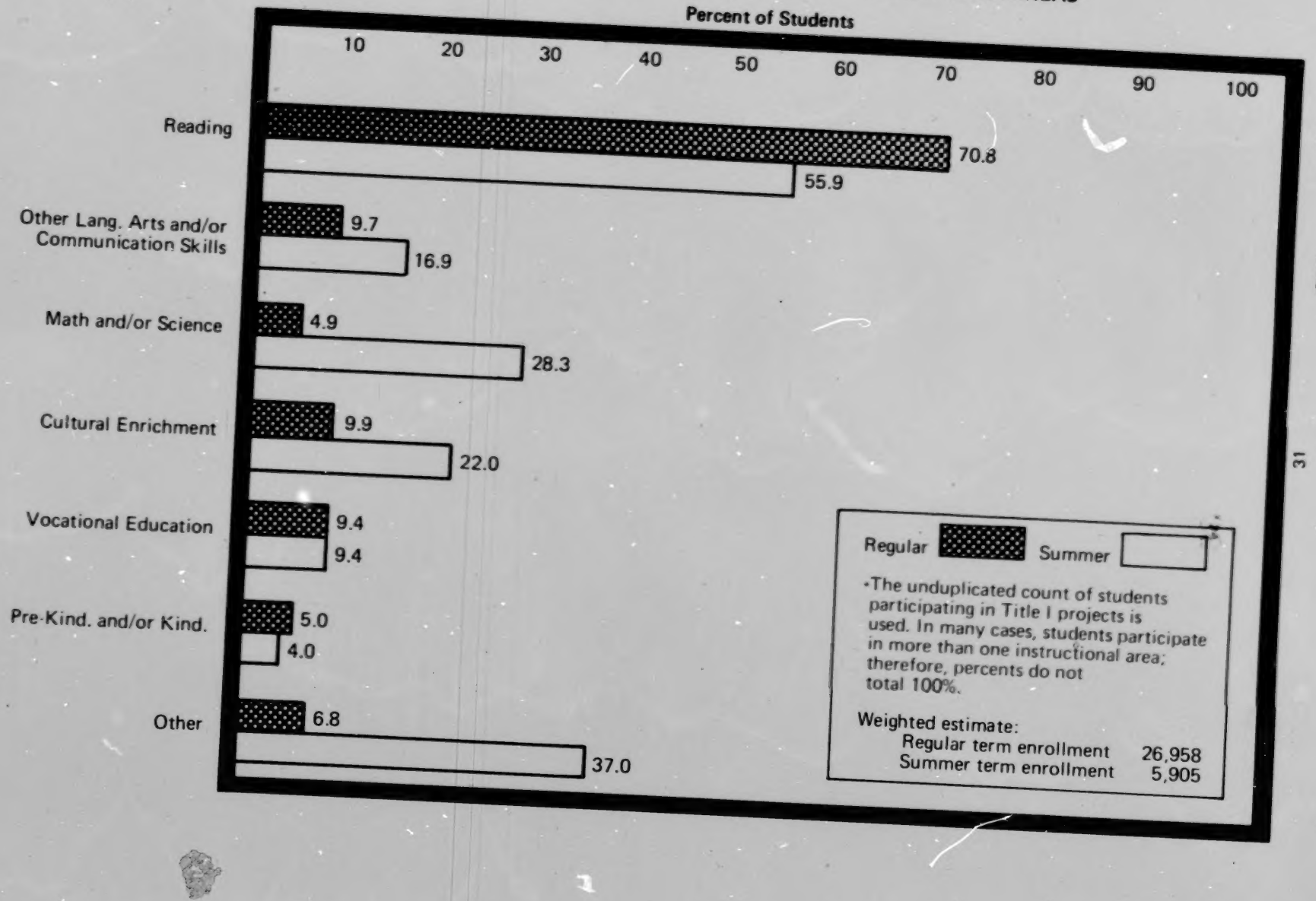
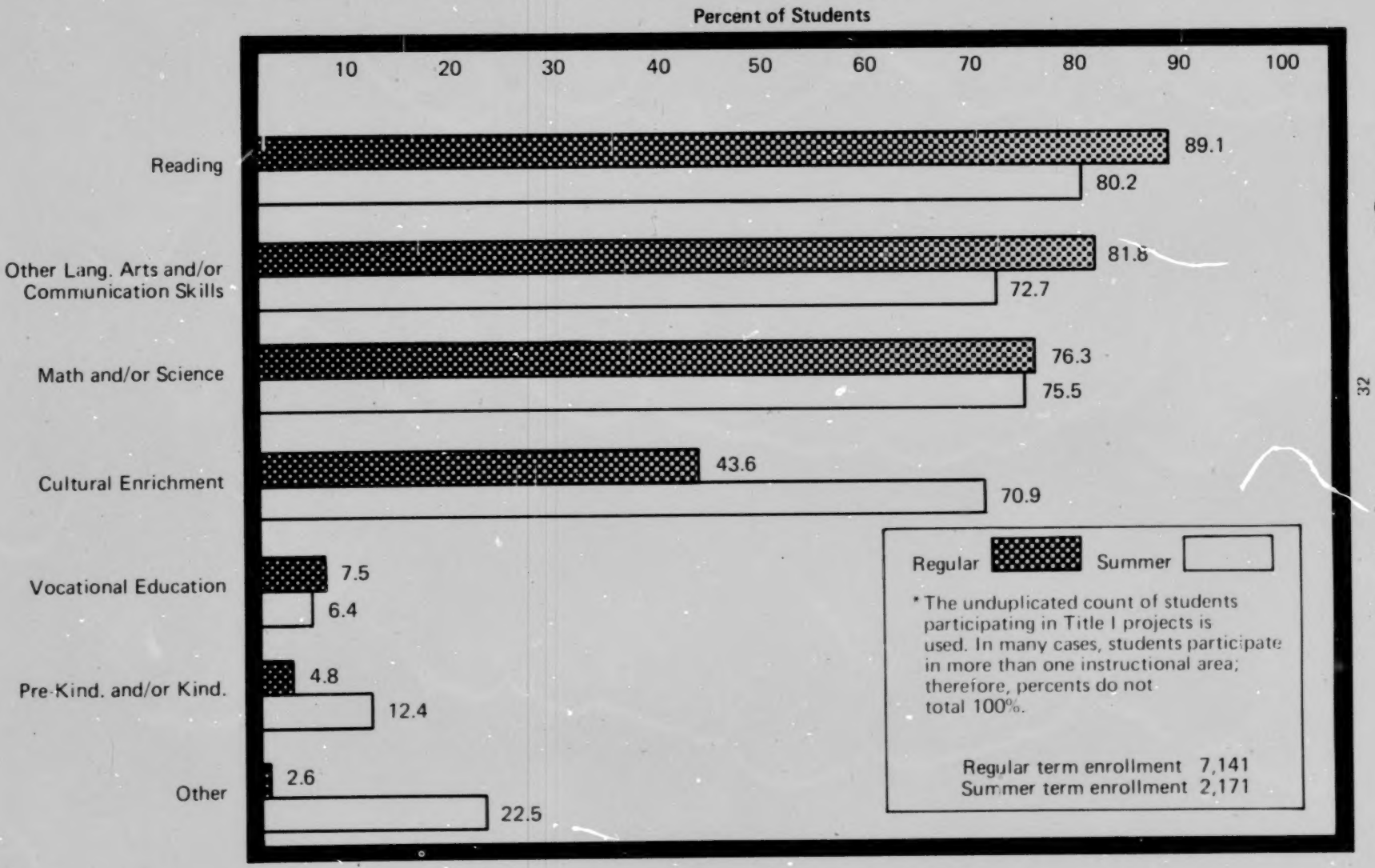


CHART 17A

PERCENT OF PUBLIC SCHOOL TITLE I STUDENTS IN MAJOR INSTRUCTIONAL AREAS, PORTLAND*



support services assisted about 1-6% of the students. A comparison of FY 1972 and FY 1973 data for the regular term reveals three major changes: the percentage of public school Title I students receiving social work services increased from 4% to 13%; library services decreased from 7% to .3%; and food services decreased from 20% to 5%.

In the summer term, the percentage of Title I public school students receiving support services is highest in the areas of transportation (38%), food (35%), guidance counseling (21%), health/medical (12%), and library services (11%). These percentages increased substantially between FY 1972 and FY 1973 in four major areas: food services increased from 14% to 35%; transportation services increased from 24% to 38%; attendance services increased from 4% to 16%; and guidance counseling services increased from 12% to 21%.

Portland students do not receive as many Title I funded support services as do other public school students. The most important support service for Portland's regular term projects is social work, serving 11% of participating students, with additional support in guidance counseling (6%), food services (5%) and library (5%). (See Chart 19a.)

Nonpublic students in regular term projects mainly receive social work services (13%), health/medical services (10%), guidance counseling (4%), and speech therapy (4%). Summer term support services shift to transportation for 8% of nonpublic Title I students, food services for 7%, and guidance counseling for 4%. (See Chart 20.)

D. Expenditures in Instructional Areas: Charts 21, 21a, 22.

In FY 1973, instructional activities for public school students in regular term projects received $5,868,163 in Title I funds (excluding Portland). Chart 21 shows the distribution of expenditures in the following instructional areas: 71% for reading and language arts; 1-5% for each of the remaining instructional areas; and 16% for the "other" category. Projects in FY 1973 spent nearly 3% less in reading and language arts than in FY 1972, and slightly less in all remaining instructional areas. Projects spent almost twice as much in the "other" category than in the previous year, increasing from 9% to 16%.

Expenditures for summer term Title I instructional programs dropped from $1,276,438 in FY 1972 to $592,603 in FY 1973 (excluding Portland). The distribution of funds according to instructional areas is: 76% for reading/language arts, 9% for math/science, 7% for preschool activities, and 6% for cultural enrichment activities. The "other" category, which enrolled 37% of summer term Title I students, spent only 2% of total instructional funds.

Portland spent $1,657,244 on regular term Title I instruction, with 62% for reading/language arts, 30% for math/science, and 8% distributed in other areas. Portland's summer term projects spent 54% of $164,622 for instruction in reading/language arts, 25% in math/science, 12% in cultural enrichment activities, and the rest in other areas. (See Chart 21a.)

Title I instructional expenditures for nonpublic school students are distributed in the same four areas for both regular and summer terms. In the regular term, 91% of $209,034 was spent for reading/language arts instruction, 4% for math/science, 1% for physical education, and 1% for cultural enrichment activities. In the summer term, 73% of $19,387 was spent on reading/language arts, 12% for math/science, 10% for cultural enrichment activities, and 6% for physical education. (See Chart 22.)

E. Expenditures for Support Services: Charts 23, 23a, 24.

Support services constitute about 12% of the total reported expenditures for Title I in FY 1973. Regular term expenditures of $917,700 for public school Title I students (excluding Portland) were primarily for social work (38%) and guidance counseling (35%). The remaining 28% of expenditures are primarily for transportation (7%), medical services (7%), and speech therapy (6%). Support services for the summer term cost $207,368 in FY 1973, distributed primarily for transportation (36%), food (19%), and guidance counseling (17%), with 1-9% distributed among other areas. (See Chart 23.)

Portland's main support service expenditures are for social workers and guidance counselors. Regular term spending for Portland's Title I support services totals $126,331 and only $3,083 for the summer term. About 60% of both regular and summer term expenditures were for social work services, with an additional 27% for guidance counseling during the regular term. Library services accounted for 7% of expenditures in the regular term and 15% in the summer term. Food services were only 3% of support service expenditures in the regular term, rising to 25% in the summer term. (See Chart 23a.)

Nonpublic school students received a total of $54,273 in support services in the regular term and only $598 in the summer term. Regular term spending

CHART 18
PERCENT OF NON-PUBLIC SCHOOL TITLE I STUDENTS IN MAJOR INSTRUCTIONAL AREAS *

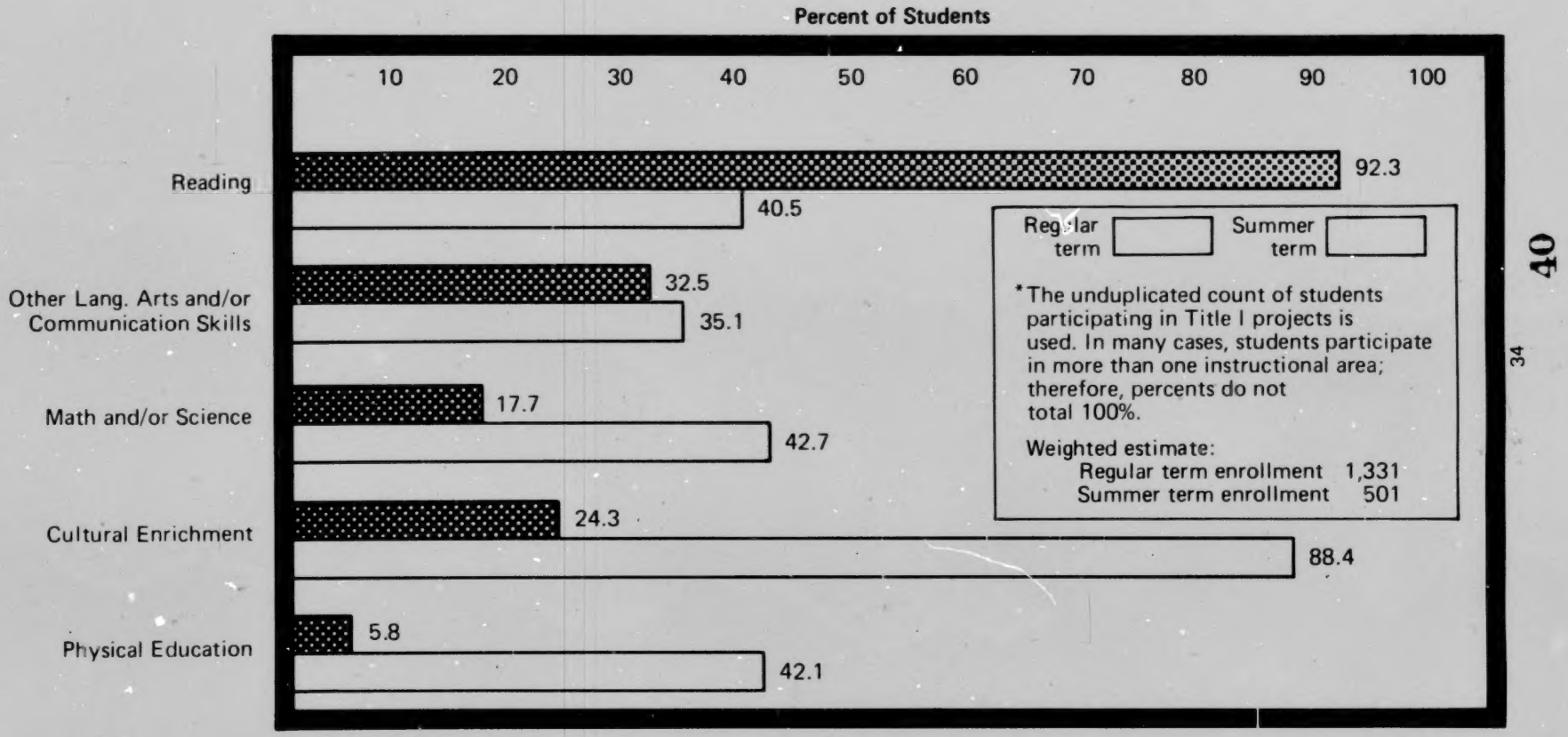
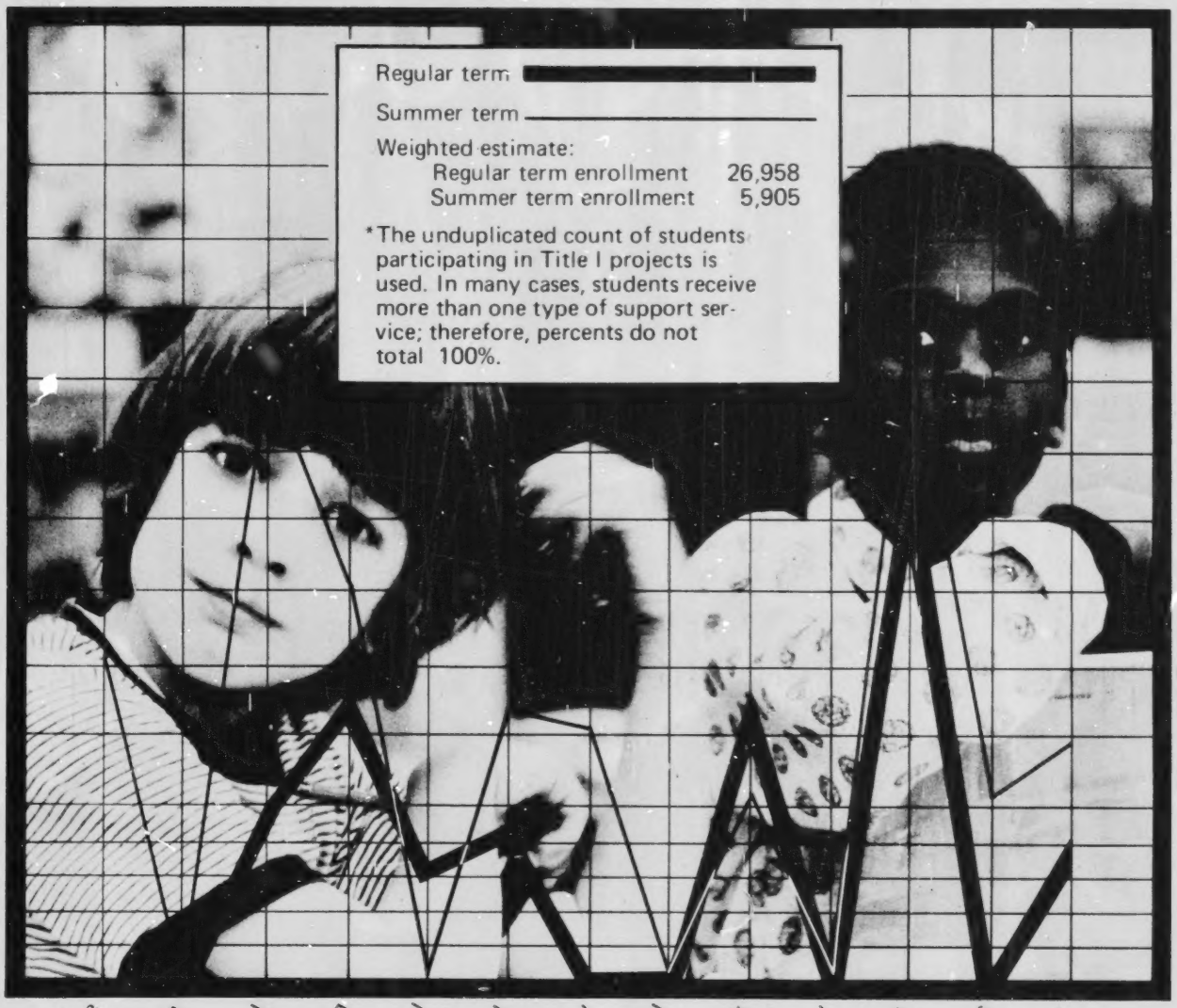


CHART 19
PERCENT OF PUBLIC SCHOOL STUDENTS RECEIVING SUPPORT SERVICES*



Photograph by:

Ben Kerns, Senior
South Eugene High School

CHART 19A
PERCENT OF PUBLIC SCHOOL STUDENTS RECEIVING SUPPORT SERVICES ,PORTLAND*

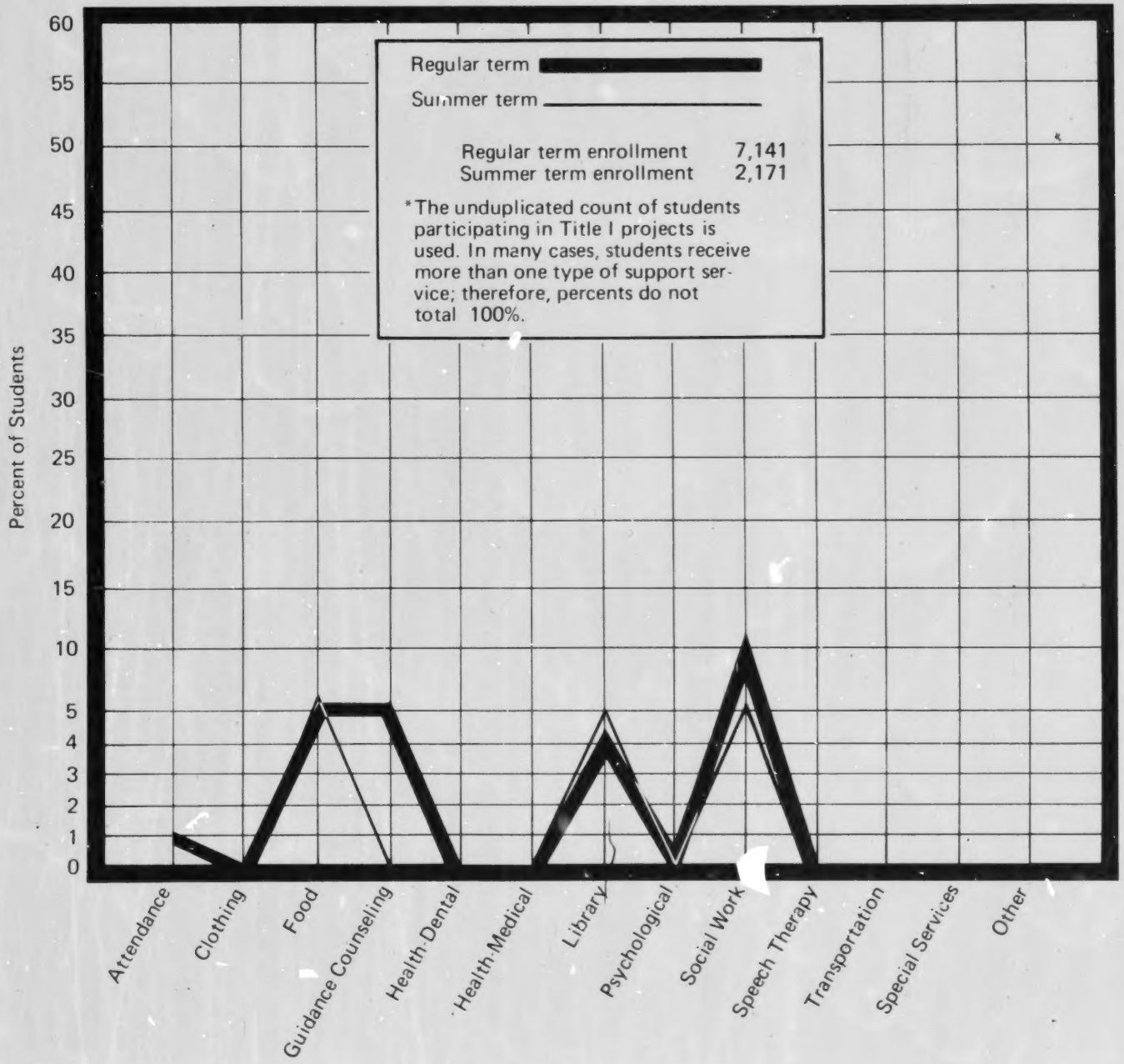


CHART 20
PERCENT OF NON-PUBLIC SCHOOL STUDENTS RECEIVING SUPPORT SERVICES *

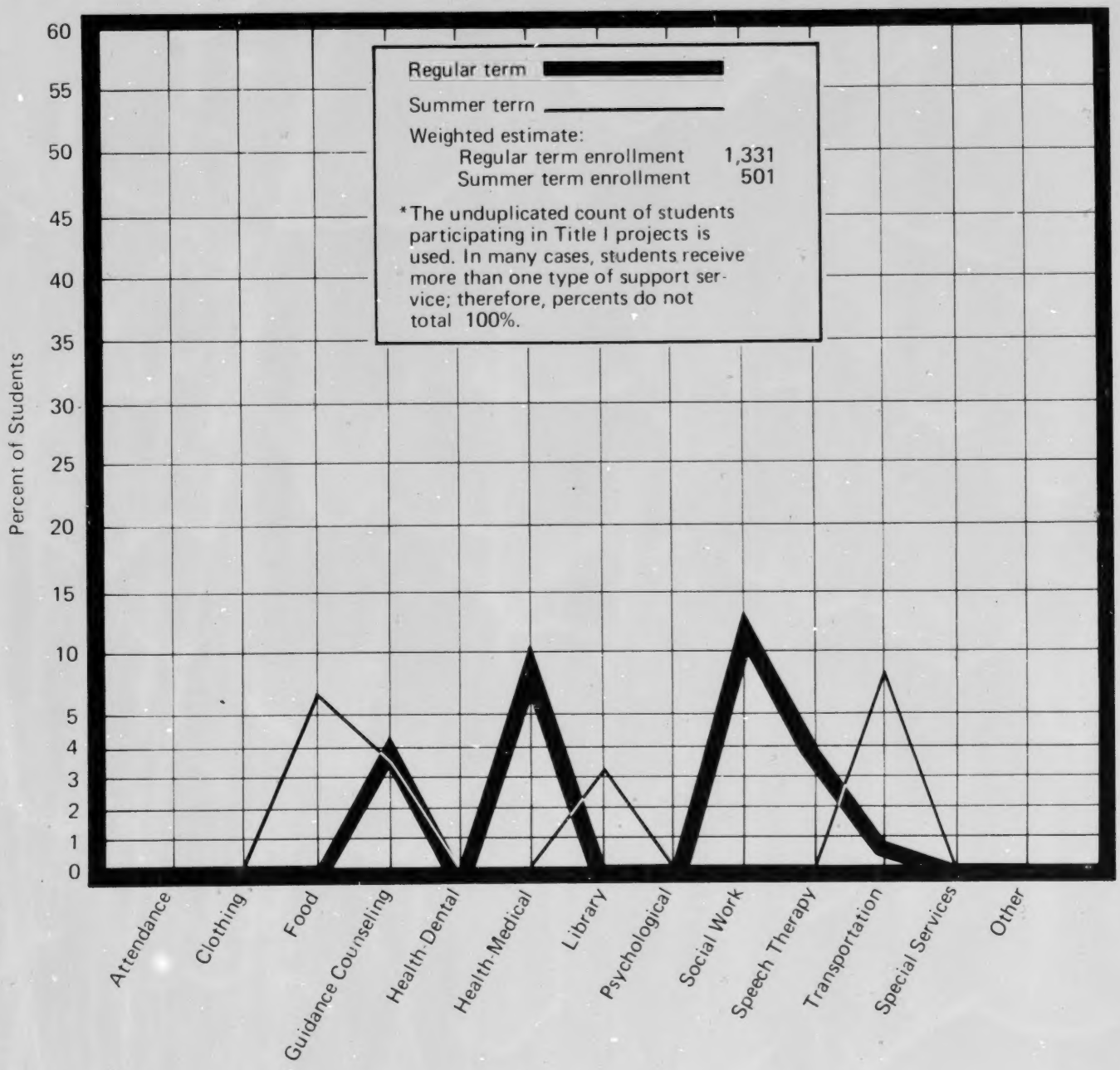
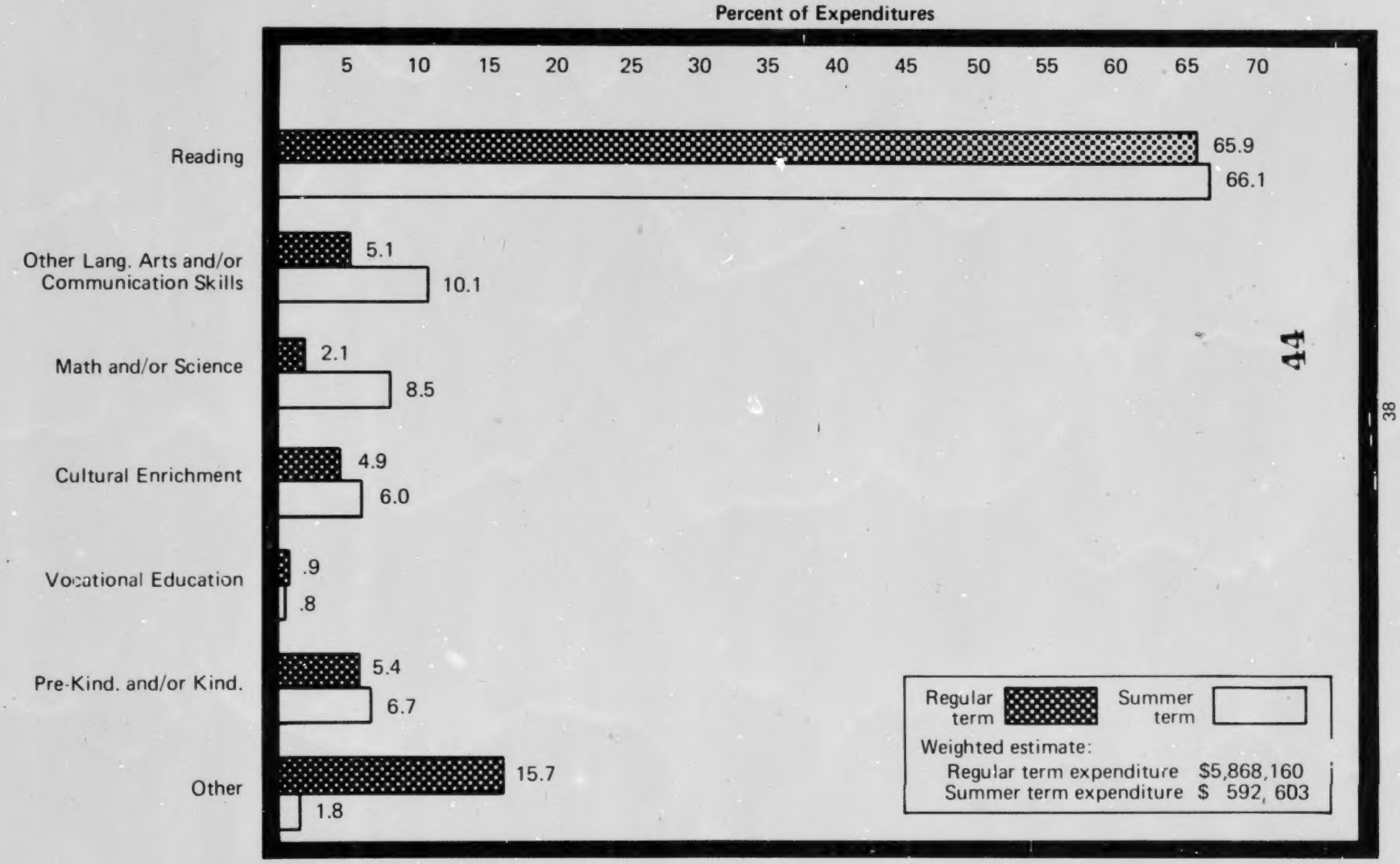


CHART 21
PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES BY MAJOR INSTRUCTIONAL AREAS



was for medical services (34%), social work (24%), speech therapy (22%), and guidance counseling (20%). The highest summer expenditure was for transportation (49%). (See Chart 24.)

F. Personnel Employed with Title I Funds: Charts 25, 25a, 26.

The main types of school personnel employed with Title I funds are teacher aides and elementary teachers. Over half of the Title I personnel were aides in the regular term, closely followed by elementary teachers. The reverse is true for summer term Title I personnel, with a majority of elementary teachers. (See Chart 25.)

Portland reflects the same pattern as other school districts, except that they employed a higher percentage of secondary teachers in both regular and summer terms. Portland also employed 119 student aides during the summer term, accounting for the peak mark in the "other" category on Chart 25a.

The distribution of Title I personnel was similar in FY 1972 and FY 1973, except for a marked increase in the percentage of aides employed in the regular term. In-service for Title I teachers and teacher aides increased in the FY 1973 regular term over FY 1972, but decreased in the summer. (See Chart 26.)

G. Community Involvement and Local Participation in Title I: Charts 27-31.

The following trends are noted concerning community involvement and local participation in Title I:

1. Parent membership in Title I Parent Councils increased 8-9% between FY 1972 and FY 1973. Membership of teachers and others dropped from 1-4%, with the percentage of members from school administration remaining constant in the summer term and dropping in the regular term. (See Chart 27.)

2. The effectiveness of almost two-thirds (61-63%) of the Parent Councils was ranked as good by school personnel, a 10-23% improvement over the ratings for FY 1972. (See Chart 28.)

3. Title I information continues to be disseminated primarily by bulletins, newsletters and newspapers. In FY 1972, 21% of the districts used parent conferences in both regular and summer terms; in 1973, this figure remained constant for the regular term but dropped 7% for the summer term. (See Chart 29.)

4. The percent of districts that report they have changed or altered the regular term instructional program as a result of regular term Title I projects has dramatically increased, from 49% in FY 1972 to 60% in FY 1973. The impact of summer term Title I projects on the regular term instructional program was even more striking with reported changes rising from 21% in FY 1972 to 61% in FY 1973. (See Chart 30.)

5. The number of LEA's absorbing Title I program costs into their local budgets, freeing Title I funds for new programs, increased 3% in the regular term, from 7% in FY 1972 to 11% in FY 1973. The summer term showed an increase of 15%, from 3 to 18%. (See Chart 31.)

H. Summary: Trends.

1. Oregon Title I programs predominantly enroll students in the primary grades, with peak enrollment in the first four grades.

2. The major area of instructional emphasis continues to be reading and language arts. In the regular term, enrollment of participating public school students in these areas increased from 76% in FY 1972 to 81% in FY 1973. Enrollment in the summer term declined in these areas, however, from almost 100% in FY 1972 to 73% in FY 1973.

3. Support services continue to be concentrated in the major areas of transportation, guidance counseling, social work, food services and health services.

4. Instruction continues to account for the majority of Oregon's reported Title I expenditures, using 78% of FY 1973 funds, compared to 69% in FY 1972. In both regular and summer terms, reading and language arts instruction account for over 70% of instructional expenditures.

5. Support service expenditures are primarily for social work and guidance counseling in the regular term and for transportation, food, and guidance counseling in the summer term.

6. The majority of Title I personnel for the regular term continues to be teacher aides, followed by elementary teachers, while the reverse is true for the summer term. Teacher aides as a percent of total personnel increased substantially in the regular term, from 40% in FY 1972 to 50% in FY 1973.

7. Parent membership in Parent Councils increased from FY 1972 to FY 1973, and school personnel rated the councils more effective in FY 1973.

8. Dissemination of Title I information continues to be primarily through bulletins, newsletters, and newspapers.

9. Teacher and teacher aide in-service increased in the regular term but decreased in the summer term.

10. Districts reporting changes in the regular instructional program as a result of regular term Title I projects increased 12% compared to FY 1972; changes as a result of summer term Title I projects increased 40% compared to FY 1972.

11. LEA's absorbing Title I costs into their local budgets increased 3% in the regular term and 15% in the summer term from FY 1972 to FY 1973.

CHART 21A
PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES BY MAJOR INSTRUCTIONAL AREAS , PORTLAND

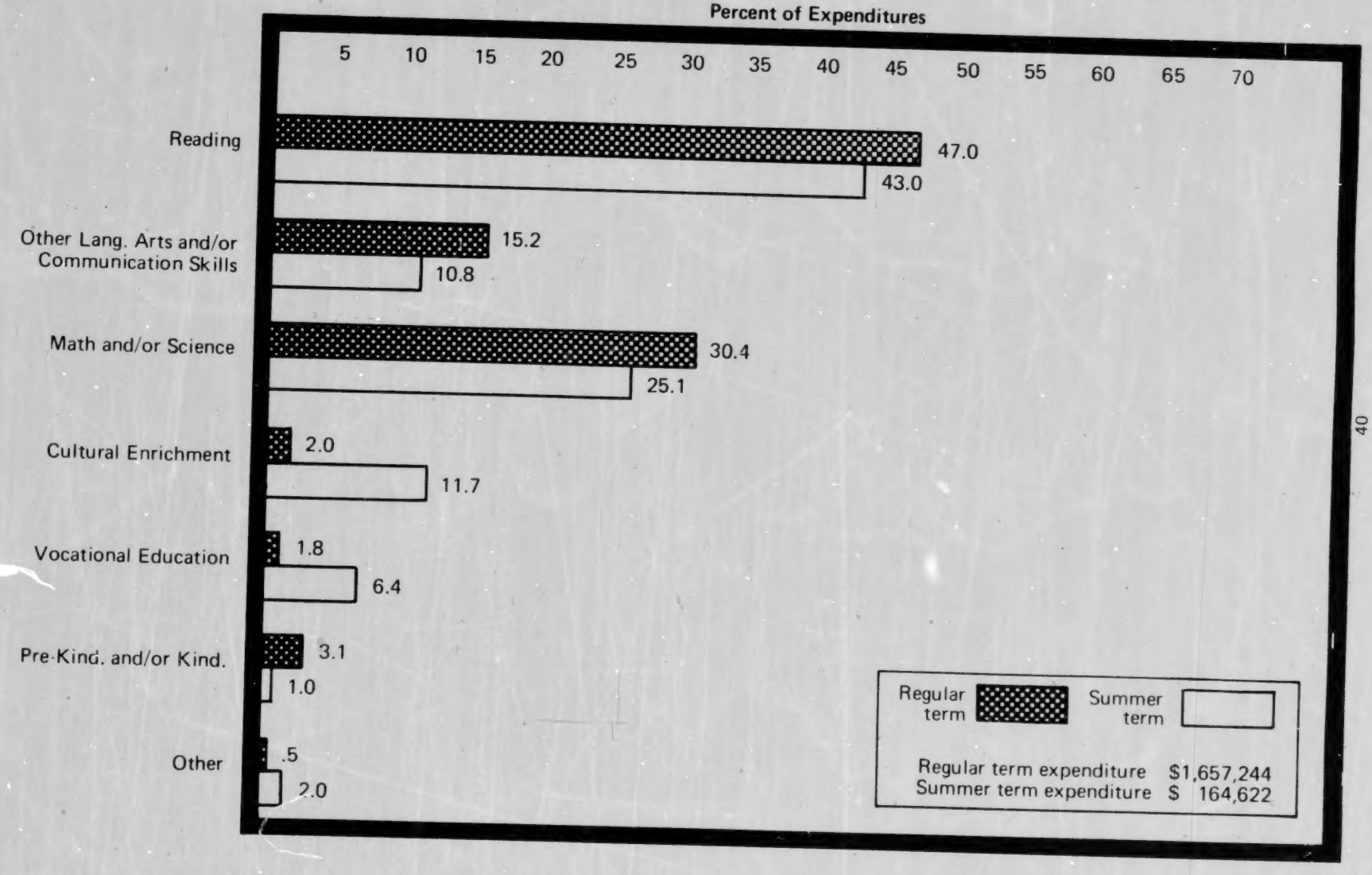


CHART 22

PERCENT OF NON-PUBLIC SCHOOL PROJECT EXPENDITURES BY MAJOR INSTRUCTIONAL AREAS

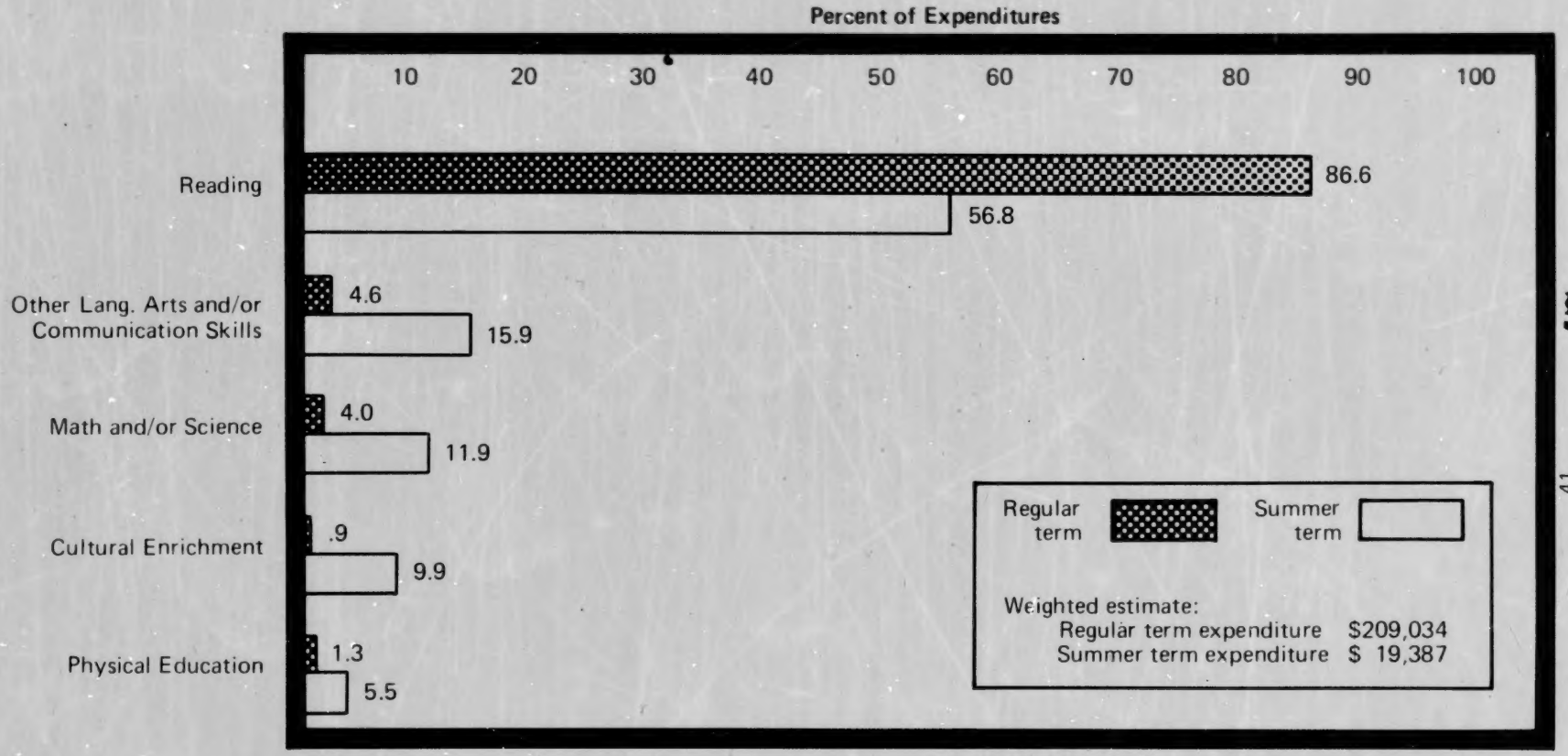


CHART 23
PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES FOR SUPPORT SERVICES

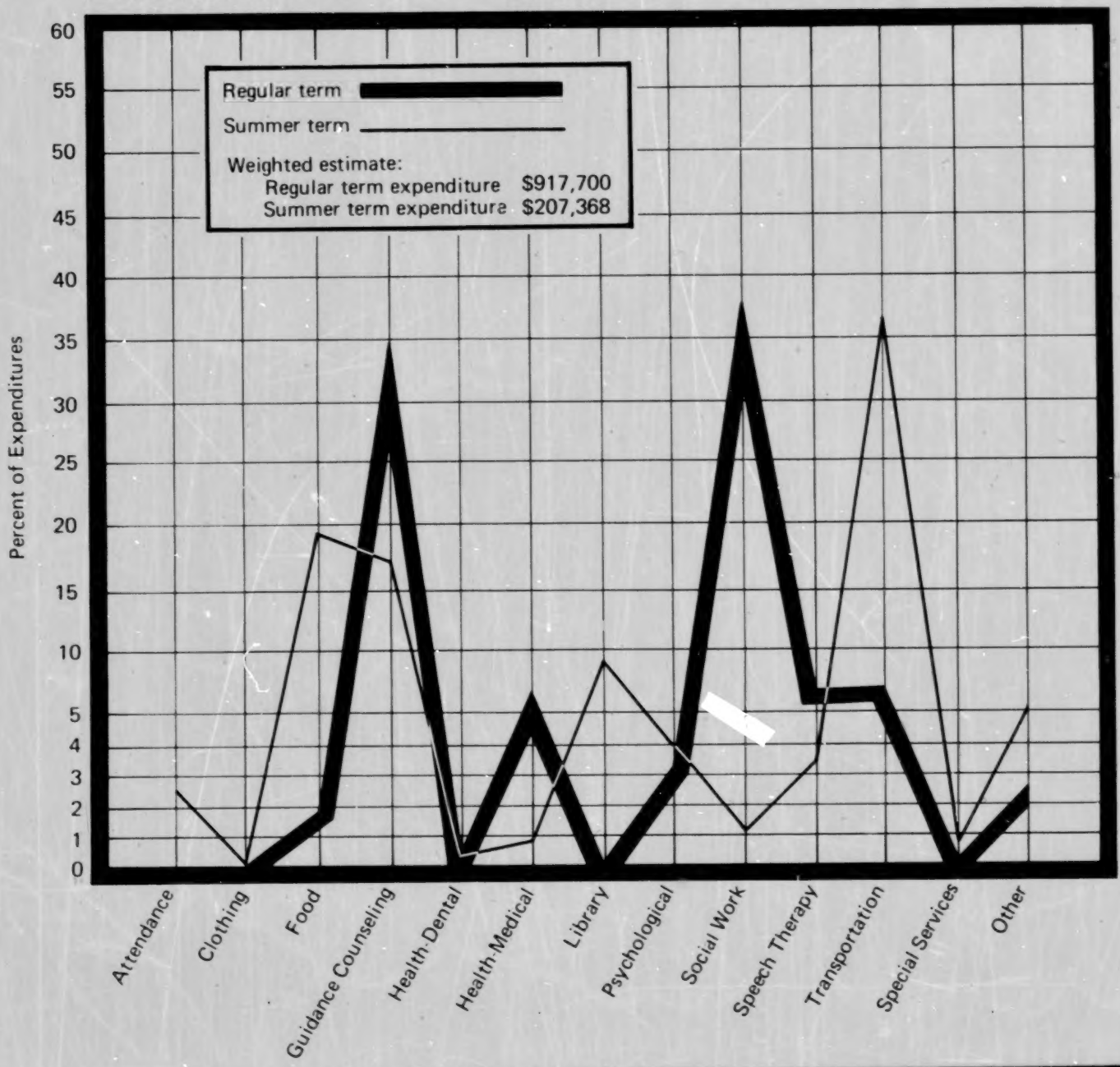


CHART 23A
PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES FOR SUPPORT SERVICES , PORTLAND

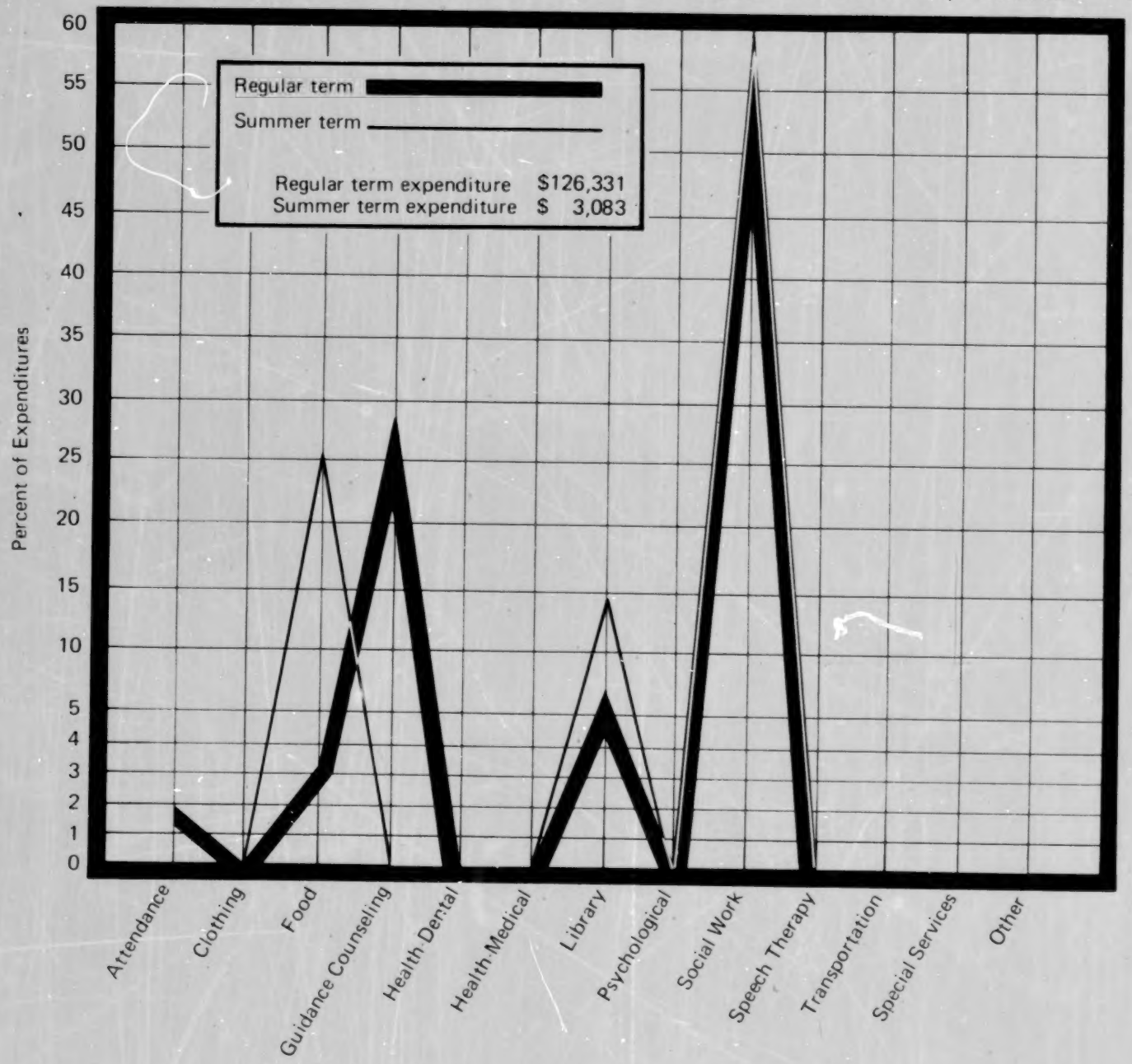


CHART 24

PERCENT OF NON-PUBLIC SCHOOL PROJECT EXPENDITURES FOR SUPPORT SERVICES

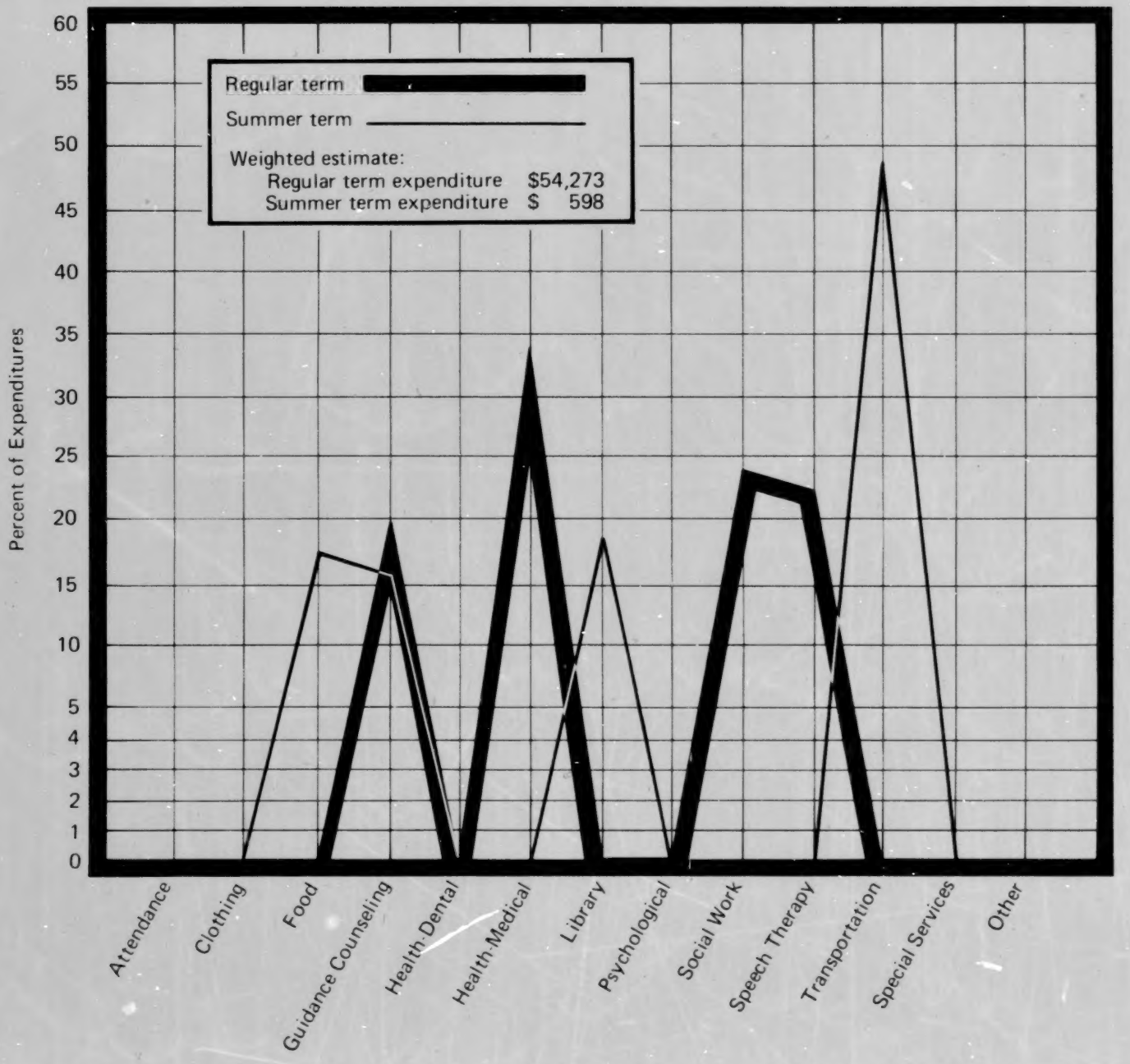
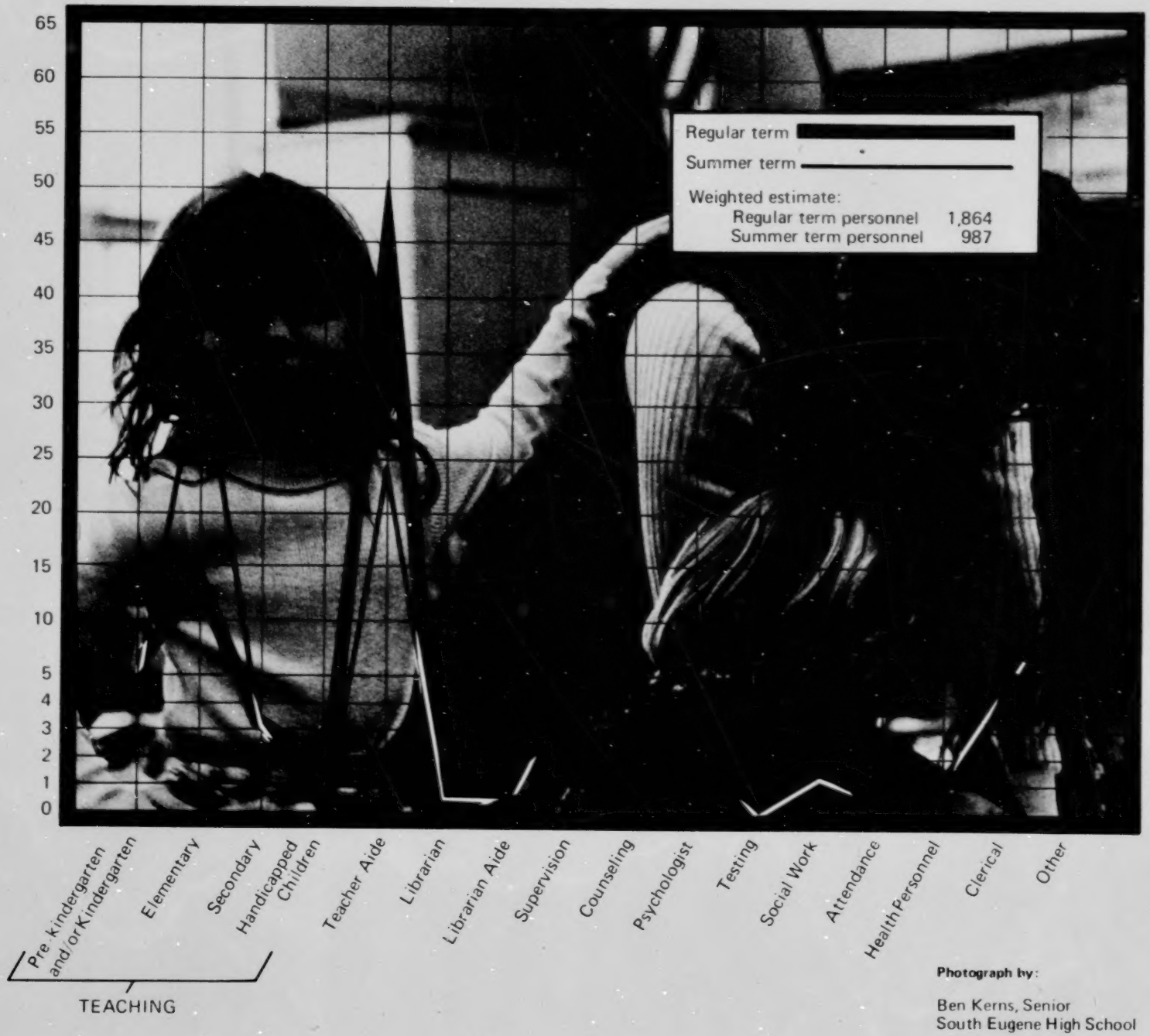


CHART 25 TYPES OF SCHOOL PERSONNEL EMPLOYED WITH TITLE I FUNDS



Photograph by:

Ben Kerns, Senior
South Eugene High School

CHART 25 A
TYPES OF SCHOOL PERSONNEL EMPLOYED WITH TITLE I FUNDS , PORTLAND PROJECTS

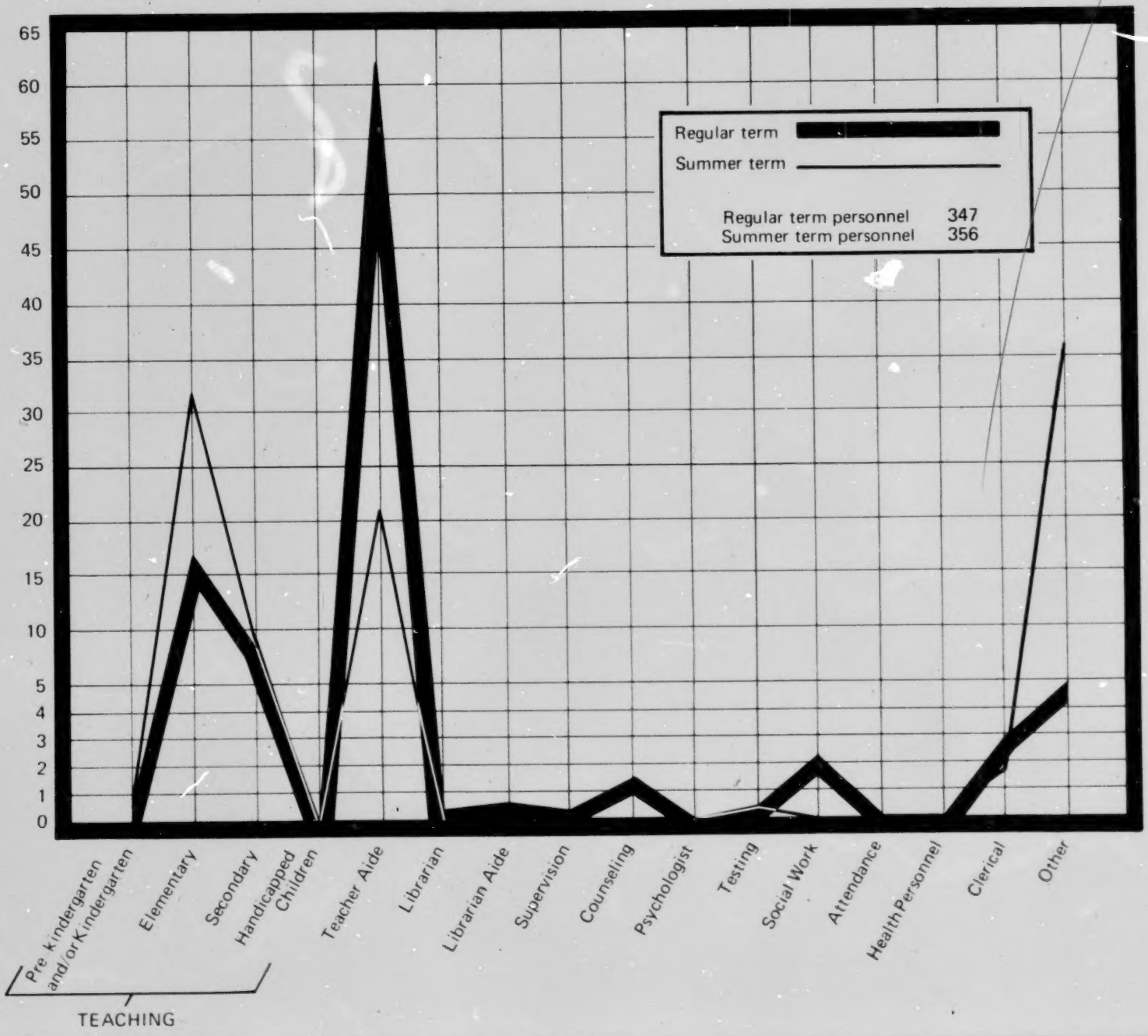
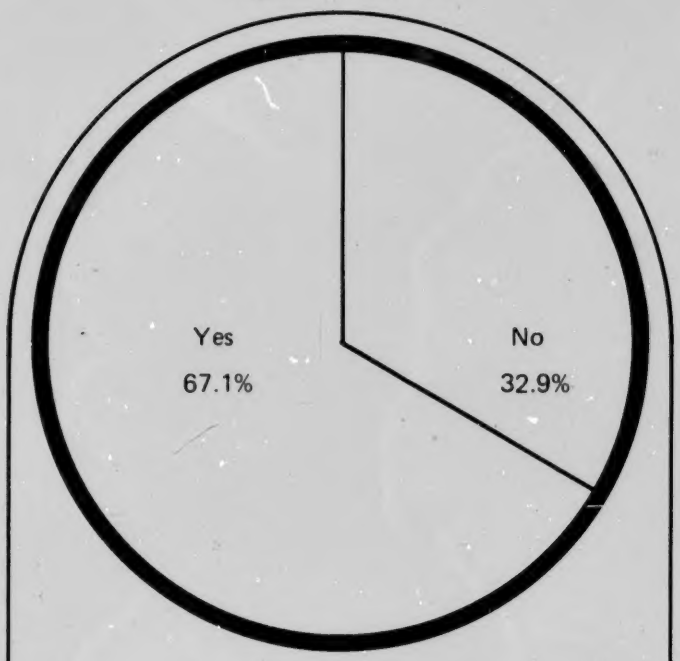


CHART 26
TEACHER AND TEACHER-AIDE IN-SERVICE FOR TITLE I PROJECTS

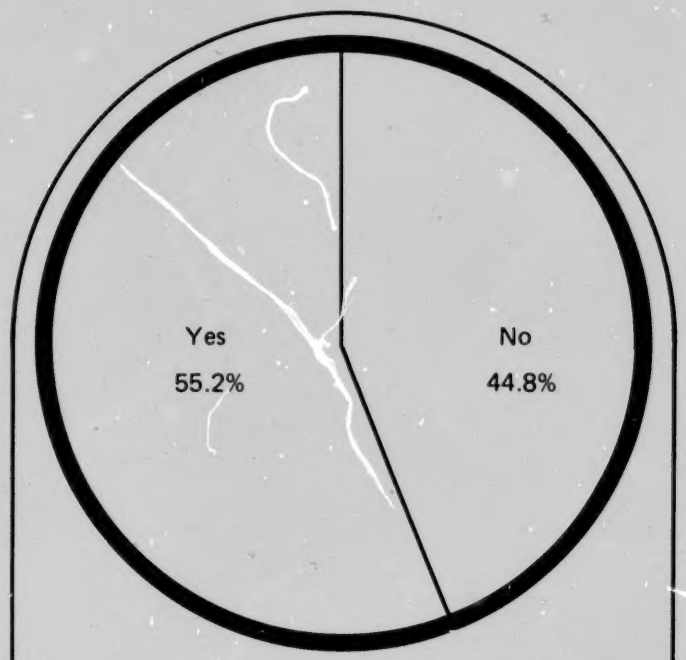
Regular School Year



Common Modes of Instruction:

1. On-the-job Training
2. Workshops
3. College Credit Coursework

Summer



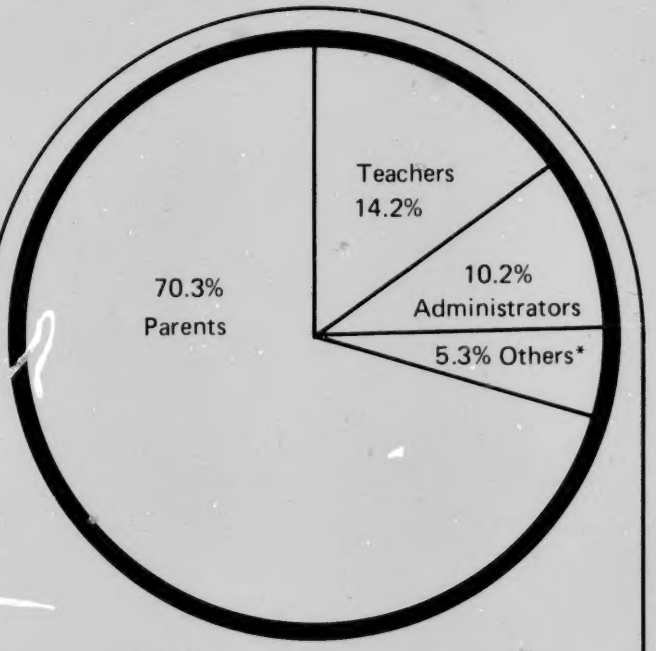
Common Topics of Instruction:

1. Teaching Techniques
2. Program Policy and Planning
3. Orientations
4. Evaluation

CHART 27
COMMUNITY INVOLVEMENT

Composition of Local Parent Councils

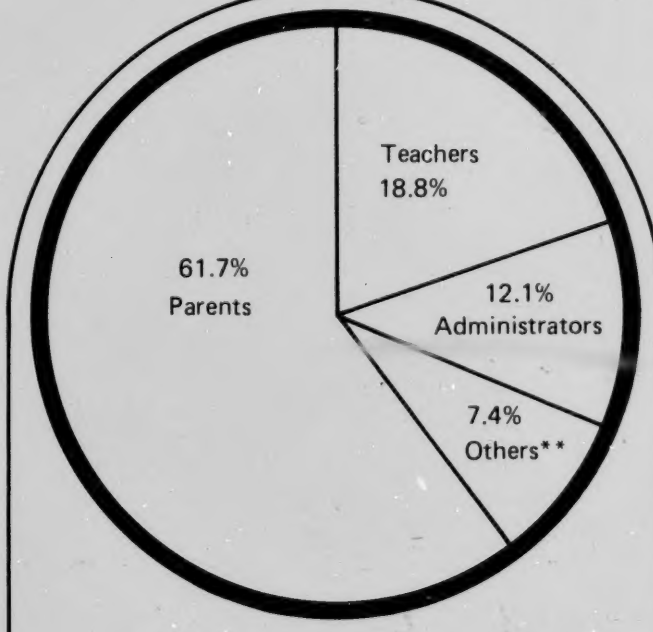
Regular School Year



* Others:

- Counselors
- Ministers
- School Board members
- Social workers
- Retired Teachers
- Secretaries

Summer



**Others:

- Counselors
- Aides
- Community agency representatives
- Businessmen

CHART 28
EFFECTIVENESS OF LOCAL PARENT COUNCILS
AS VIEWED BY PROJECT DIRECTORS

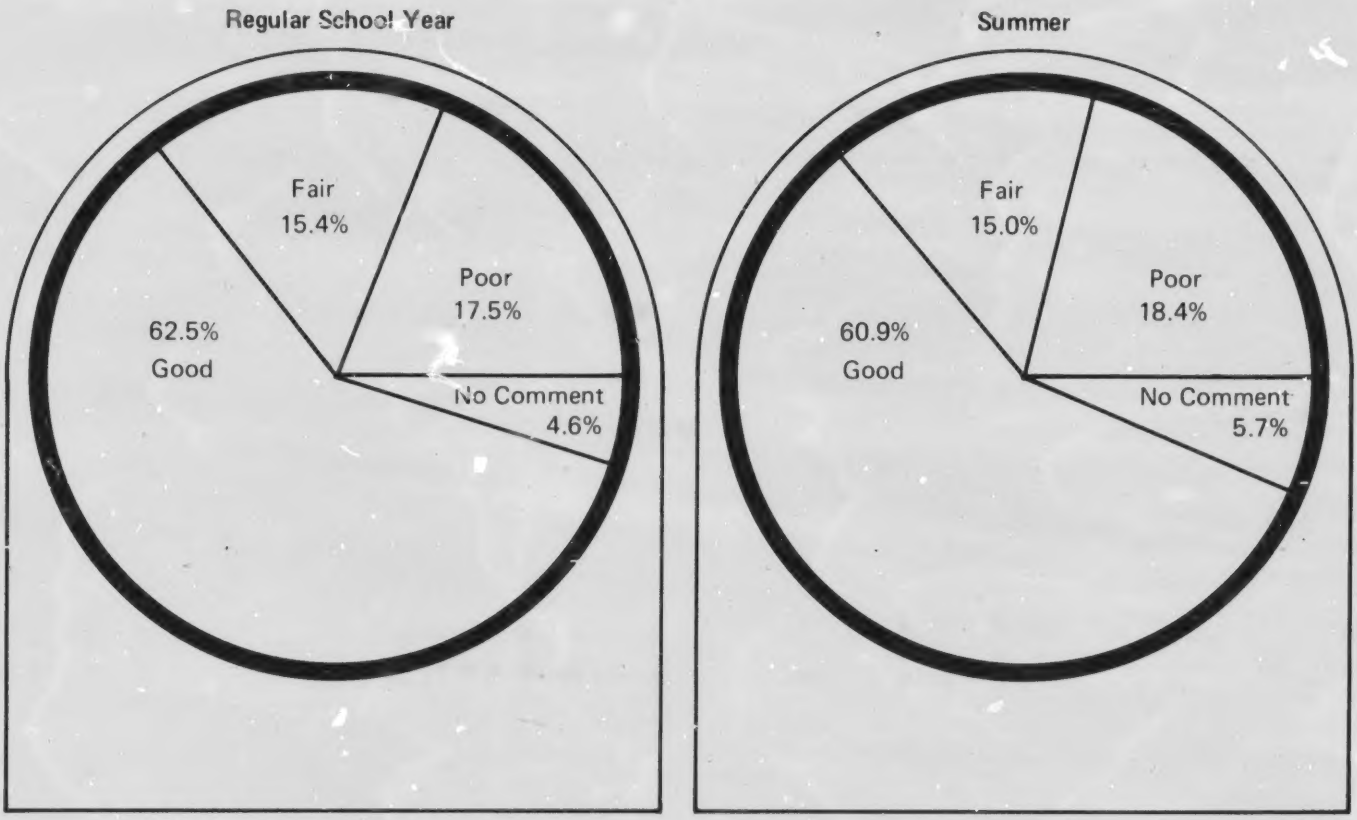
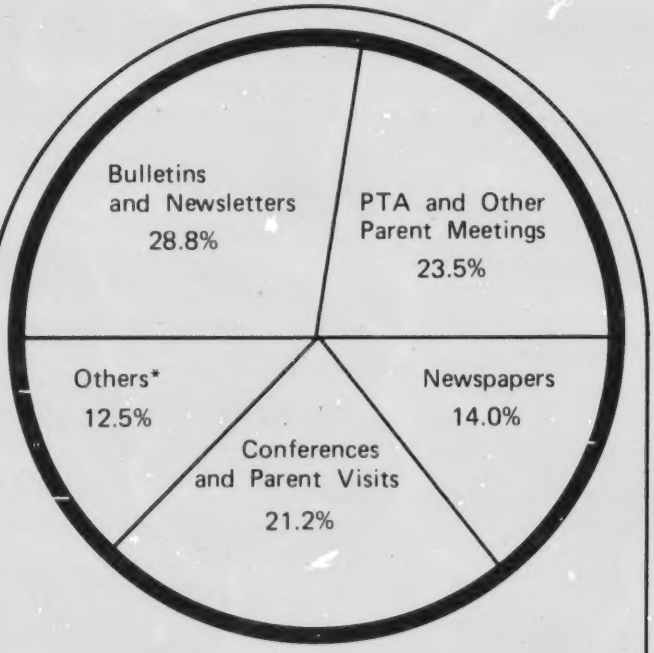


CHART 29
MEDIA AND TECHNIQUES
USED FOR DISSEMINATION OF PROJECT INFORMATION

Regular School Year



*Other:

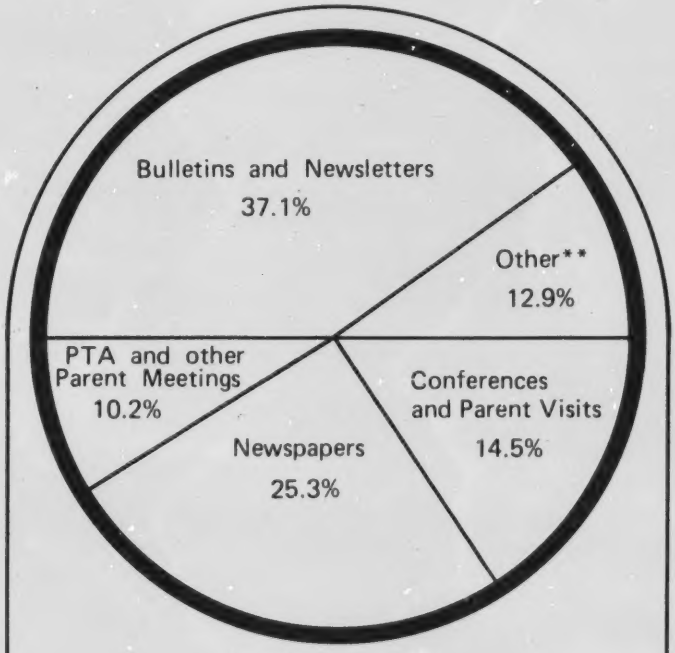
Telephone Calls

Teachers Meetings

Presentations to Community Groups

Home Visits

Summer



**Other:

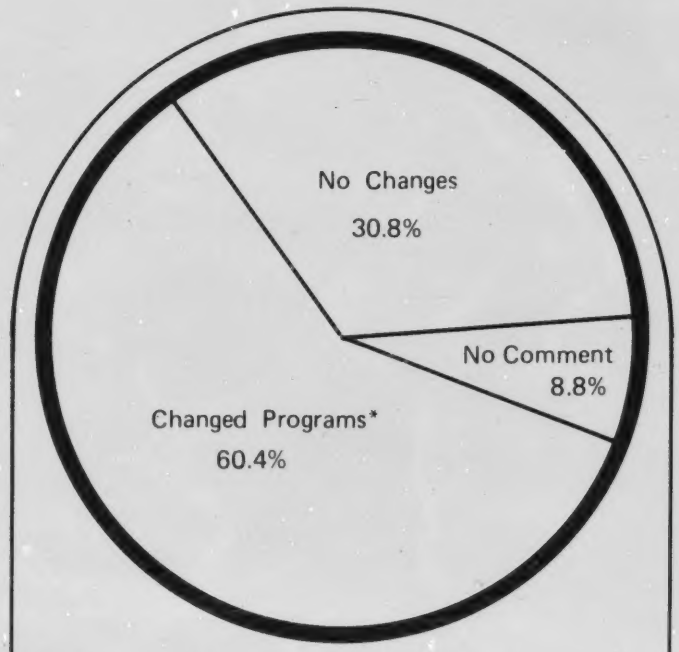
Telephone Calls

Teachers Meetings

Presentations to Community Groups

CHART 30
PERCENT OF LEA'S THAT HAVE CHANGED OR ALTERED THE REGULAR INSTRUCTIONAL PROGRAM AS A RESULT OF TITLE I

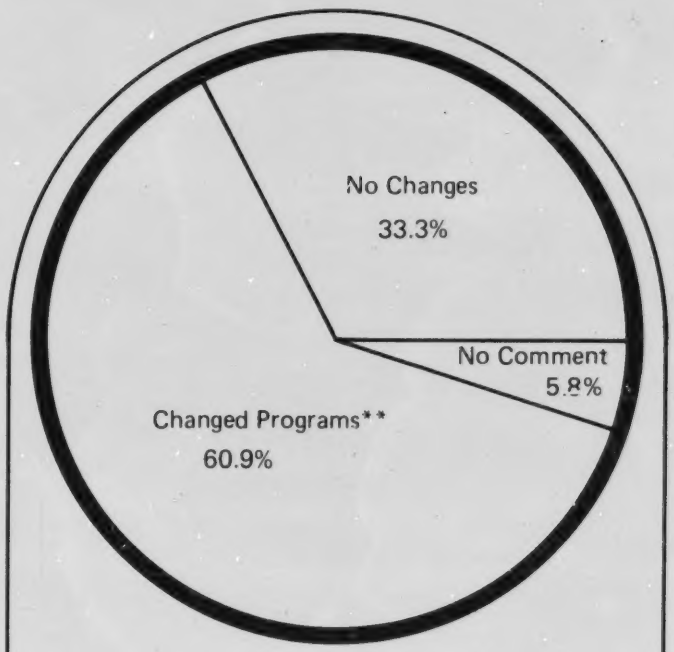
Regular School Year



*Types of Program Changes:

1. More Individualized Instruction.
2. Hired More Aides.
3. Revised Reading Program.
4. Adopt materials and teaching techniques used in Title I program.

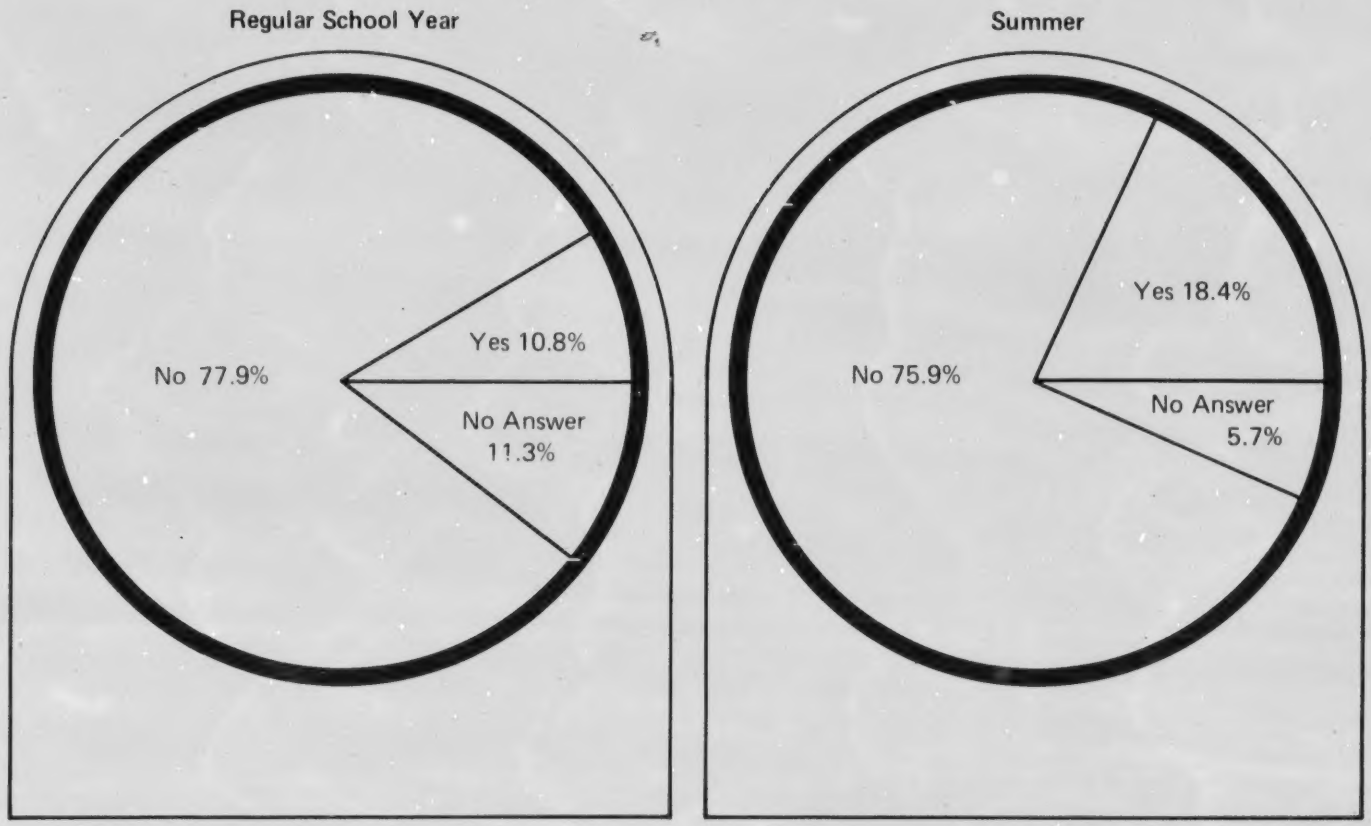
Summer



**Types of Program Changes:

1. More Individualized Instruction.
2. Adopt materials and teaching techniques used in Title I program.

CHART 31
PERCENT OF SCHOOL DISTRICTS
THAT HAVE ABSORBED TITLE I PROGRAM COSTS INTO LOCAL BUDGET,
FREEING FEDERAL FUNDS FOR NEW TITLE I PROGRAMS



RESULTS AND CONCLUSIONS

District Participation in Title I, ESEA

Result:

Thirty-eight districts did not apply for their FY 1973 Title I allocations: 10 districts had allocations of $156; 17 had less than $500; 19 had less than $5,000; and 2 had over $5,000.

Conclusion:

District participation is usually related directly to the size of the district's allocation. The 10 districts with allocations of $156 could not apply for regular school year projects because the "concentration of resources" state guideline for FY 1973 required $200 per child as the minimum level of funding for a school year project. The minimum level of funding will be more limiting in FY 1975, when it is expected to be $252 per child. Districts can best use small allocations by pooling their resources to form cooperative projects.

Selection of Student Participants

Result:

Pretest scores of Title I students indicate that some are not below grade level achievement in the instructional area of the project.

Conclusion:

Project personnel must design instructional programs that remedy the assessed needs of the educationally disadvantaged students in the district's target schools. Title I guidelines call for: assessment of student needs; programs and performance objectives designed to meet these needs; and an evaluation that determines whether or not these needs are met. Guidelines also specify that educationally disadvantaged students be placed on a priority list with those served first being those who have the greatest need.

Answering the following questions may help project personnel to improve program planning:

1. Is the needs assessment accurate and up to date?
2. Are performance objectives keyed to the need? Or to the vehicle to reach the need? Or to both?
3. Do projects serve students with the most severe educational needs as a top priority?

District Performance Objectives

Result:

An analysis of district performance objectives indicates that students are usually expected to demonstrate achievement on a test rather than through the performance of specific skills or behaviors in actual situations.

Conclusion:

Written tests are used because federal Title I legislation requires standardized test scores to measure achievement. Districts should consider supplementing these tests with performance indicators of task and/or skill competency. These performance indicators may show student progress more effectively and provide more specific information for program planning and design. While performance objectives must continue to be written in measurable terms, achievement tests alone may not measure student growth accurately, since the disadvantaged student population do not usually perform well on standardized tests.

Result:

Analysis of district performance objectives also shows that the majority of Title I students achieved the objectives at a 100% success level in both regular and summer terms. They succeeded most dramatically in the summer term, especially in the areas of math, physical health, attitudes, behavioral change, and basic skills.

Conclusion:

Student success in achieving district performance objectives could be measured more accurately if a better selection of instruments were available, and if assessed needs, student selection and performance objectives were consistent with each other.

Needs Assessment and Project Focus

Result:

Some districts mistakenly submit needs as their performance objectives; further, these assessed needs often focus on district rather than student needs. The following LEA project statements may reflect school rather than student needs:

1. Need for cooperation and understanding by teachers and parents of educationally disadvantaged students.
2. Need for success in first and second grade classroom performance in the basic skill areas.
3. Need for individualized instruction to improve classroom productivity.
4. Need for early diagnosis and remediation of basic skill deficiencies.

Conclusion:

State Title I guidelines specify student educational need as the primary concern of Title I projects. Although school needs are integral to the delivery of services to students, direct help to students in their area of need is the special emphasis of Title I.

Instruction

Result:

The trend seems to be toward a concentration of effort on reading instruction.

Conclusion:

Reading achievement is assessed as a primary educational need in the nation and may certainly be the primary need in Oregon. However, some Oregon districts have begun to find that needs assessments reveal math skills as a primary need; other areas of the U.S. concur in this finding. This reinforces the Title I guideline which calls for regular student needs assessments to provide information for project design and instructional program planning.

Cognitive and Affective Gain

Results:

The subsamples with student achievement data are too small to use for generalizations or predictions. There are some indications, however, that the areas of cognitive and affective gain should be noted for further investigation.

The small subsamples indicate that Title I students make cognitive gains of 1.5 to 2.5 months in grade level achievement for each month of instruction (as measured by standardized tests).

Affective gains are difficult to measure. Anecdotal and observation data indicate positive growth in affective areas. However, student attendance records and testing instruments do not report student gains in affective areas—either in self-concept or in attitude towards school.

Conclusion:

Success in school is an assessed need in most Title I projects because it is directly related to cognitive and affective gains. Continued attention must be given to designing projects which not only remediate skills but provide learning environments which stimulate positive feelings and attitudes.

Result:

Summer term Title I students show an average gain in grade level achievement of 2.5 months per month of instruction, while regular term students show an average gain of 1.5 months per month of instruction.

Conclusion:

1. Summer programs may provide more concentrated instruction during a school day; the scheduled activities of a regular school day prevent concentration of time on a specific topic.
2. Summer instructional programs tend to be clustered around a central theme more often than regular term programs.
3. Summer programs encourage more informal relationships among children and teachers, possibly providing a better learning atmosphere.
4. Summer classes are smaller and schedule more field trips, summer camps and other high interest activities.

Result:

There does not seem to be any consistent pattern within tests or across tests to indicate that children perform according to their estimated ability potentials.

Conclusion:

Ability potentials are estimated by teachers, using observation, report cards and achievement data. The results may indicate that teacher expectations do not always limit student success. Diagnosis of skill needs may be a more specific and reliable indication

of student need than estimates of student potential, and more effective in program planning.

Parent Participation

Result:

The total participation of parents on Parent Councils increased in FY 1973 to an average of 70% in the regular term and 61% in the summer term, compared to 62% and 54% in FY 1972.

Note:

State Title I guidelines mandate a high percentage of parent membership, specifying that "more than a simple majority" of Title I Parent Councils be parents. Guidelines also specify that Parent Council members be involved in all levels of needs assessment, project planning, visitation, and evaluation.

State Educational Objectives

Result:

Title I projects, in serving assessed needs of students, also attend to instructional priorities of the Oregon Board of Education and the educational objectives of the Division of Compensatory Education.

Conclusion:

1. Many Oregon Board of Education priorities and Compensatory Education objectives are relevant to the assessed needs of school districts.
2. Title I projects are part of a well-conceived educational system that attempts to make equal educational opportunity available to all students.

PLANS AND PROGRESS

Compensatory Education Staff Responsibilities: Progress Reports

FY 1972 Plans for Future Action	FY 1973 Progress
GRANTS MANAGEMENT:	
1. Exercise greater vigilance in review of project applications:	
a. operational plant costs	a. Costs for operation of plant decreased from 2.3% to .1% of regular term State Title I expenditures, a reduction of $192,301. There was, however, a .3% or $10,631 increase in costs for the summer term. A net cost cut of $181,670 was realized.
b. implementation of "Dignity and Worth Planning Statement"	b. A State Department of Education planning committee was convened in August 1973 and is scheduled to present a plan for implementation to the Oregon Board of Education in January 1974.
c. description of hiring procedures which give preferential treatment to employment of aides from target families	c. Aide hiring procedures are part of the project monitoring function. Districts will report this procedure on project evaluation instruments.
d. staffing on larger project approvals	d. The Division of Compensatory Education "staffed" six larger projects and expects to expand this procedure to all district applications of $80,000 or over.
2. Tighten feedback loop for processing applications and review previous evaluations:	
a. project evaluations	a. Whenever possible, the previous year's evaluation is read in connection with new project review. No new projects are approved until previous evaluations for regular term projects are submitted.
b. equipment inventories	b. Equipment inventories are checked on monitoring visits.
c. independent accomplishment audit information	c. Independent accomplishment audit results have provided information for statewide Title I decision-making. The audits have been made optional for FY 1974.

d. monitoring reports	d. State monitors also process applications, utilizing monitoring information in technical assistance to districts.
3. Reorganize monitoring procedures:	3. Title I staff have developed a completely new monitoring system to be field tested in FY 1974. IEDs are contacted to assist in monitoring.
a. increase percentage of projects monitored	a. The goal is to completely monitor 50% of the projects, and 100% of the projects funded over $50,000.
b. combine monitoring activities for all Compensatory Education projects	b. All projects funded over $80,000 and all districts with both Title I projects and Title I Migrant projects will be monitored by Compensatory Education teams for FY 1974.
4. Provide district in-service:	4. In-service on census data and audit findings was provided to all counties in August 1973. Concentrated in-service sessions are scheduled for May 1974.
a. Title I philosophy—"supplement not supplant"	a. These topics were covered briefly in August 1973 and are scheduled again for May 1974.
b. affirmative action plans	
c. cultural awareness	
d. performance objectives	
e. new regulations on comparability	
MANAGEMENT OF LEARNING PROGRAMS:	
1. Develop criteria for:	
a. selection of exemplary programs	a. These criteria are not yet developed.
b. program planning technical assistance	b. Technical assistance, ongoing criteria from the "Dignity and Worth Planning Statement," Oregon Board of Education instructional priorities, and Title I regulations are all criteria for program planning technical assistance; more will be developed.
c. effective community involvement in Title I projects	c. Provisions for effective community involvement are stressed in processing applications, technical assistance, monitoring, and project evaluation.

LEA Responsibilities: Progress Report

FY 1972 Plans for Future Action	FY 1973 Progress
1. Implementation of "Dignity and Worth Planning Statement" (8 pilot districts).	1. Implementation plans are being developed, but they have not yet been carried out in districts.
2. Establish procedures to monitor projects to assure use of funds as approved by the state on project applications.	2. One large district has established these procedures.
3. Submit more detailed project activity descriptions and evaluation designs on project applications.	3. FY 1974 project applications were more complete, but still need improvement.
4. Give preferential treatment to families of target youngsters when hiring aides.	4. This policy has been adopted by the Oregon Board of Education and disseminated to districts; it will be evaluated in FY 1974. a. Some districts have developed preferential hiring policies. b. Some districts have hired family members.
5. Improve community involvement in the planning, operation, etc., of Title I projects.	5. One large district has conducted in-service in community involvement with Title I staff. Parents in two small districts planned their districts' Title I programs. Limited progress has been reported to the State Title I Office.
6. Title I teachers will provide opportunities for disseminating effective techniques for working with disadvantaged students to the total staff of the school.	6. Title I projects report this activity on their evaluation reports. No additional data is available. The Division of Compensatory Education will continue this policy.
7. Improve the evaluation design of Title I projects.	7. There is no data on this policy to date.

Plans for Future Action

DIVISION OF COMPENSATORY EDUCATION RESPONSIBILITIES:

1. Continue exercising greater vigilance in review of project applications:
   a. Implement the "Dignity and Worth Planning Statement."
   b. Describe hiring procedures, giving preferential treatment to the employment of aides from target families.

c. Continue and increase staffing of larger project approvals.

2. Continue tightening the feedback loop for:

   a. Project evaluations and audits.

   b. Monitoring reports.

3. Collect data on results of the new FY 1974 monitoring techniques:

   a. Develop a systematic schedule for monitoring projects.

   b. Improve the team concept for monitoring projects.

   c. Continue work with IEDs in monitoring projects.

4. Provide in-service to districts on a regular basis concerning:

   a. Title I basic information.

      (1) Target area selection.
      (2) Needs assessment.
      (3) Financial reporting.
      (4) Comparability reporting.

   b. Community involvement.

   c. "Dignity and Worth Planning Statement."

5. Improve management of classroom learning programs:

   a. Develop criteria for good learning programs for disadvantaged children.

   b. Use district resources, e.g., staff and finances, to develop the best possible program.

LEA RESPONSIBILITIES:

LEA responsibilities continue to be those noted in FY 1972. (See FY '72 Plans for Future Action.)

APPENDIX 1

OREGON BOARD OF EDUCATION
942 Lancaster Drive NE
Salem, Oregon 97310

Compensatory Education
Title I, ESEA

Title I, ESEA Evaluation Report

Date _____

PART A: IDENTIFICATION

1. Name and Position of Person Completing the Report _____

   _____

2. School District Name, No., and Address _____

   _____

3. County _____

4. Project Title _____

   _____

5. State Project Number _____

6. School Term Reported A ____ Regular Only B ____ Summer Only

   (If both summer and regular, submit separate reports.)

7. Was it a Cooperative Project? ☐ Yes ☐ No

   Number of Districts in Cooperative Project _____

81-581-2315 Rev. 4-72

PART B: MEASUREMENT OF MAJOR OBJECTIVES

First Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

_____

_____

_____

_____

_____

_____

_____

1-B No. of Children

_____ Fully achieved the expectation as stated in objective. (100%)

_____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)

_____ Achieved less than 75% of the expectation as stated in the objective. (75%-)

_____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Second Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

_____

_____

_____

_____

_____

_____

_____

1-B No. of Children

_____ Fully achieved the expectation as stated in the objective. (100%)

_____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)

_____ Achieved less than 75% of the expectation as stated in the objective. (75%-)

_____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Third Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

_____

_____

_____

_____

_____

_____

_____

_____

1-B No. of Children

_____ Fully achieved the expectation as stated in the objective. (100%)

_____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)

_____ Achieved less than 75% of the expectation as stated in the objective. (75%-)

_____ Total

1-C Check: The measurement data is reported in item(s) ☐ 2-A, ☐ 2-B, ☐ 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Item 2-A Standardized achievement test scores used to determine project results.

Name of Pre-test _____ Form _____ Date _____

Name of Post-test _____ Form _____ Date _____

(1) List the child By Name or Code Number	(2) Actual Grade Level	(3) Indicate Student Potential (Circle One)	(4) Pre-Test Score	(5) Post-Test Score	(6) Difference in Score + or -
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
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		L LA A HA H			
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		L LA A HA H			
		L LA A HA H			
		L LA A HA H			
		L LA A HA H			

(If additional forms are needed, please request from the State Title I office.)

Item 2-B Standardized instruments other than achievement tests used for objective evidence of project results.

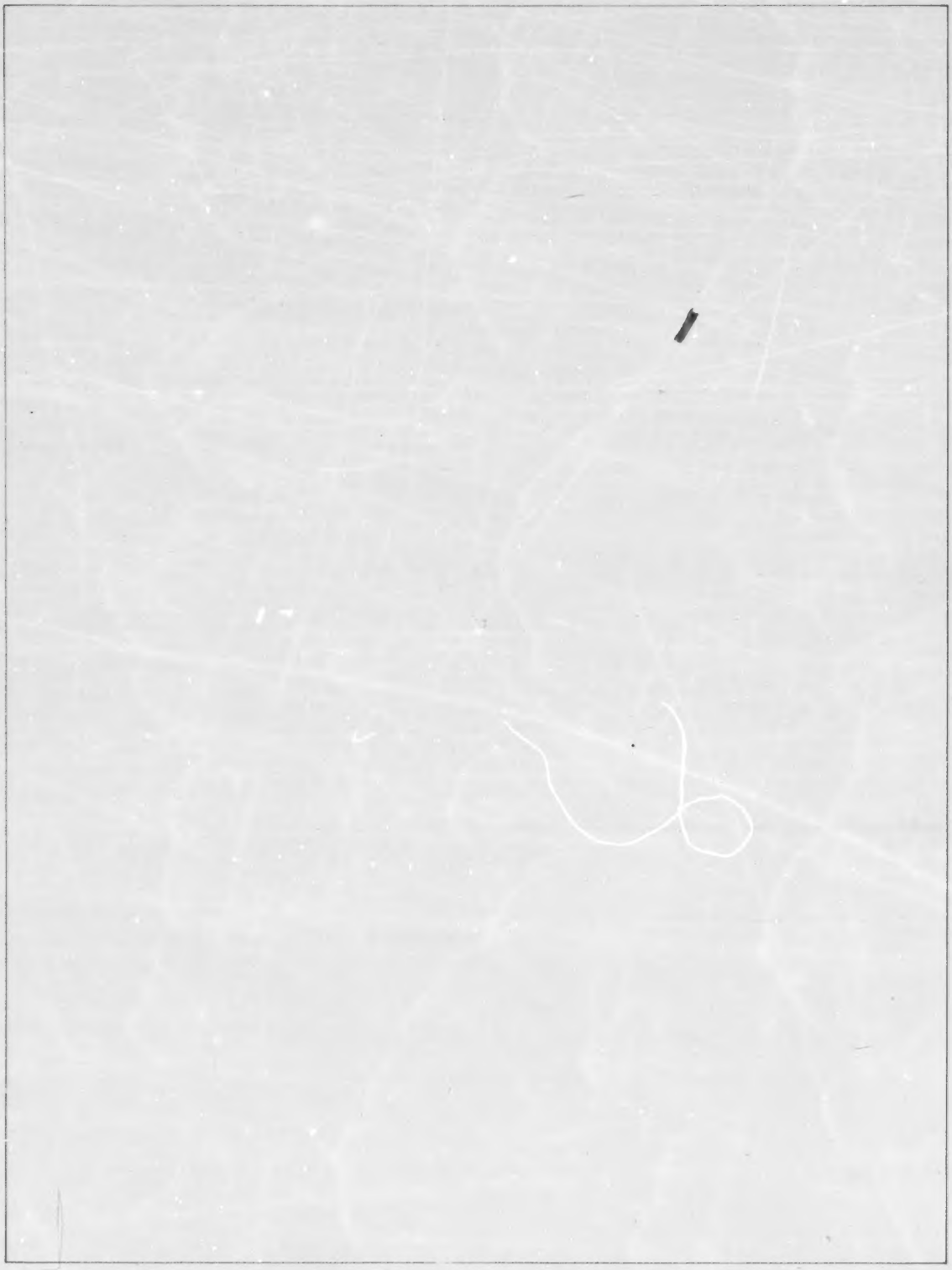
Name of Pre-test _____ Form _____ Date _____

Name of Post-test _____ Form _____ Date _____

(1) List the Child Name or Code Number	(2) Pre-Test Scores	(3) Post-Test Scores	(4) Difference in Scores + or -

(If additional forms are needed, please request from the State Title I Office.)

Item 2-C Other types of evidence or indicators of project results.



PART C: STATISTICAL INFORMATION

Item 1-A Unduplicated number of children by grade levels participating in the project.

(1) Grade Level	(2) No. of Public School Children Participating
Pre-K	
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	

(1) Grade Level	(2) No. of Public School Children Participating
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Total	

Item 1-B The number of weeks the project actually operated. _____ Weeks

Item 1-C Expenditure for parent involvement $ _____

No. of parent participants _____

Item 1-D Expenditure for in-service for Title I staff $ _____

No. of Title I Staff provided in-service _____

Item 1-E Expenditures from budget account line items:*

100 _____ 800 _____

600 _____ 1200 _____

700 _____

*DO NOT INCLUDE LINE ITEMS FROM SERIES 200, 300, 400, 500, 900, and 1000. These line items are to be distributed appropriately in Item 1G page 8 and/or Item 1D page 10.

Item 1-F Number and Classification of Personnel Employed with Title I Funds

Type of Personnel	Number of Personnel	
	(1) Total	(2) FTE**
Teaching–Prekindergarten		
Teaching–Kindergarten		
Teaching–Elementary		
Teaching–Secondary		
Teaching–Handicapped Children		
Teacher Aides		
Librarian		
Librarian Aide		
Supervision		
Counseling		
Psychologist		
Testing		
Social Work		
Attendance		
Nurse		
Physician		
Dentist		
Dental Hygienist		
Clerical		
*Other (Specify)		
TOTALS		

*Bus driver, cook, consultant, community agent, graphic artist, etc.

**Refer to *Guidelines and Instructions for Title I, ESEA.*

PART D: SELECTED INFORMATION FOR NONPUBLIC SCHOOL INVOLVEMENT

Item 1-A Complete only for participating students from nonpublic schools.

(1)	(2)	(3) TIME OF DAY				
Grade Level	Participating No. of Students	Regular School Day	Before School	After School	Week-ends	Summer
Pre-K						
Kind.						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Totals						

Item 1-B Enter the number of nonpublic school students participating in programs located on:

Public school grounds only _____
Nonpublic school grounds only _____
Both public and nonpublic school grounds _____
Other than public or nonpublic school grounds _____

Item 1-C Were nonpublic school personnel involved in program planning and reporting?

____Yes ____No If no, explain _____

_____

_____

_____

_____

_____

Item 1-D Number of nonpublic school children involved, grade levels, and dollars expended for:

	INSTRUCTIONAL ACTIVITY	No. of Nonpublic Children by Grade Level													Funds Expended Rounded to Nearest Dollar
		Pre-Sch.	1	2	3	4	5	6	7	8	9	10	11	12	
1	Art														$
2	Business Education														
3	Cultural Enrichment														
4	English-Reading														
5	English-Speech														
6	English-Other Lang. Arts														
7	English-Second Language														
8	Foreign Language														
9	Home Economics														
10	Industrial Arts														
11	Mathematics														
12	Music														
13	Phys. Ed./Recreation														
14	Natural Science														
15	Social Science														
16	Other Vocational Ed.														
17	Special Activities-Handi.														
18	Pre-K & Kindergarten														
19	Other (Specify)														
20	Total Estimated Cost for Instructional Activities for Nonpublic School Children														$

	SUPPORTIVE SERVICES ACTIVITY	No. of Nonpublic Children by Grade Level													Funds Expended Rounded to Nearest Dollar
		Pre-Sch.	1	2	3	4	5	6	7	8	9	10	11	12	
1	Attendance														$
2	Clothing														
3	Food														
4	Guidance Counseling														
5	Health-Dental														
6	Health-Medical														
7	Library														
8	Psychological														
9	Social Work														
10	Speech Therapy														
11	Transportation														
12	Special Services-Handi.														
13	Other (Specify)														
14	Total Estimated Cost for Supportive Services Activities for Nonpublic School Children														$

Item 1-G . Number of children involved, grade levels, and dollars expended for:

		Number of Children													Funds Expended Rounded to Nearest Dollar
	INSTRUCTIONAL ACTIVITY	Pre-Sch.	1	2	3	4	5	6	7	8	9	10	11	12	
1	Art														$
2	Business Education														
3	Cultural Enrichment														
4	English-Reading														
5	English-Speech														
6	English-Other Lang. Arts														
7	English-Second Language														
8	Foreign Language														
9	Home Economics														
10	Industrial Arts														
11	Mathematics														
12	Music														
13	Phys. Ed./Recreation														
14	Natural Science														
15	Social Science														
16	Other Vocational Ed.														
17	Special Activities-Handi.														
18	Pre-K & Kindergarten														
19	Other (Specify)														
													Total		$

		Number of Children													Funds Expended Rounded to Nearest Dollar
	SUPPORTIVE SERVICES ACTIVITY	Pre-Sch.	1	2	3	4	5	6	7	8	9	10	11	12	
1	Attendance														$
2	Clothing														
3	Food														
4	Guidance Counseling														
5	Health-Dental														
6	Health-Medical														
7	Library														
8	Psychological														
9	Social Work														
10	Speech Therapy														
11	Transportation														
12	Special Services-Handi.														
13	Other (Specify)														
													Total		$

PART E: PROGRAM REQUIREMENTS

Item 1 Community involvement

Item 1A Report the numerical composition of the local parent and community planning committee and date of committee meetings by entering the number of participants behind each category:

Parents _____ Other (Specify) _____

Teachers _____ _____

Administrators _____ Meeting Dates _____

Item 1-B How effective was the committee? _____

_____

_____

_____

_____

_____

Item 2 In-service

Item 2-A Did your program have a teacher-teacher aide in-service?

Yes _____ No _____

Item 2-B If your answer was yes, describe in a short statement. _____

_____

_____

_____

_____

_____

Item 2-C Attach any material you might have to further explain your teacher-teacher aide in-service.

Item 3 Dissemination

Item 3-A What method(s) of disseminating information about the Title I project was used?

_____

_____

_____

_____

_____

Item 3-B Attach any examples of information dissemination you have used.

PART F: LOCAL CONTRIBUTION

Item 1-A If your LEA augmented your Title I program directly by providing funds in an effort to concentrate the program on selected students, indicate the amount to the nearest dollar. $ _____

Item 1-B The expenditure of LEA funds was for: (check those that apply)

Salaries _____ Other (Specify) _____

Teaching Materials _____ _____

_____

Fixed Charges _____ _____

Equipment for Instruction _____ _____

_____

Item 2 LEA changes

Item 2-A As a result of your Title I program has the LEA changed or altered its regular instructional program?

Yes _____ No _____

If the answer is yes, please explain: _____

_____

_____

_____

_____

_____

Item 2-B Has the LEA local budget absorbed the costs of part or all the Title I program, thereby releasing the Title I funds to be used for a different program for the fiscal year reported? _____ Yes _____ No. If the answer is yes, please explain:

_____

_____

_____

_____

Item 3 Relate any human interest stories or incidents involved in your Title I project which might indicate perceptual and/or behavioral changes resulting from project activities. (Use additional pages if needed.)

_____

_____

_____

_____

_____

_____

APPENDIX II

A Taxonomy of Oregon Basic Education–Second Draft

I.
PERSONAL DEVELO
BASIC SKI

LANGUAGE ARTS &/OR COMMUNICATION SKILLS

I. **Listening-Talking-Perceiving**
- A. Language Systems
  - 1. Varieties & Bilingualism
  - 2. Uses
  - 3. Communication sense
- B. Motor & Conceptual Skills
  - 1. Oral Language
  - 2. Silent Language Skills
    - a. Thinking, Logic, Reasoning
    - b. Intro-personal Communication

II. **Listening**
- A. Analyze Verbal Communication
- B. Synthesize
- C. Evaluate
- D. React to Verbal Communication
  - 1. Problem Solving
  - 2. Decision Making
  - 3. Application

III. **Speaking**
- A. Developmental Speech
- B. Speech Therapy
- C. Informal Discussion
- D. Public Speaking
- E. Debate

IV. **Reading***
- A. Word Attack Skills
- B. Vocabulary
- C. Comprehension & Analysis
- D. Speed

V. **Composition &/or Writing**
- A. Penmanship
- B. Spelling (encoding)
- C. Creative Writing

***Type of Reading Program**
1–Developmental
2–Corrective
3–Remedial
4–Enjoyment

COMPUTATIONAL & ANALYTIC SKILLS

I. **Classification**
- A. Grouping by various characteristics
- B. Comparing
- C. Ordering

II. **Basic Operations**
- A. Estimation
- B. Numbers
  - 1. Integers
  - 2. Rational
  - 3. Irrational
  - 4. Complex
- C. Operations
  - 1. Add
  - 2. Subtract
  - 3. Multiply
  - 4. Divide
  - 5. Exponentiation
  - 6. Roots

III. **Problem Solving**
- A. Identify and verbalize problems
- B. Analyze
- C. Estimate
- D. Devising solution strategies
- E. Evaluation and validation

IV. **Symbolic Representation**
- A. Numerals
- B. Sets
- C. Operations
- D. Number sentences

V. **Principles of Mathematics**
- A. Numerical
  - 1. Patterns
  - 2. Commutative, Associate, Distributive laws
  - 3. Rules for divisibility
  - 4. Algorithms
  - 5. Probability
- B. Algebraic
- C. Geometric
- D. Logical thought processes
- E. Structures
  - 1. Other mathematical systems
  - 2. Nondecimal bases

VI. **Measurements**
- A. Estimation
- B. Space
  - 1. Linear
  - 2. Area
    - a. Tessellations
    - b. Tangrams
  - 3. Volume
- C. Time
- D. Measuring instruments

VII. **Computational and Programmable Devices**
- A. Programming operational algorithms
- B. Data Processing
- C. Investigating mathematics through the calculator
- D. Use of calculating tools
  - 1. Abacus
  - 2. Pape' mini-computer
  - 3. Sextent
  - 4. Calculator
  - 5. Computer

SCIENTIFIC & TE

I. **Employing Pro**
- A. Problem So
  - 1. Identifyi
  - 2. Problem
  - 3. Prescripti problems puter pro
- B. Variables
  - 1. Identifica
  - 2. Relations
  - 3. Control
- C. Data Treatm
  - 1. Organize
  - 2. Classify
  - 3. Interpret
- D. Models Use
  - 1. Predictio
  - 2. Simulatio
- E. Use of Feed
  - 1. Controlli
- F. Use of Tools Instrumenta
  - 1. Mechanic
  - 2. Electroni

II. **Establish a Kno**
- A. Scientific A
- B. Theories
- C. Principles, la

III. **Interaction of S Quality of Life**
- A. Evaluate pre in science & its impact o
- B. Examine sci perspective information
- C. Value scient as one mean and social p

II.
SOCIAL RESPONSIBILITY &/OR CITIZENSHIP

REPRESENTATIVE GOVERNMENT CITIZENSHIP
- I. Community
- II. State
- III. Nation

INTERACTION WITH ENVIRONMENT
I. **Human Environment**
- A. Cultural Enrichment
  - 1. Majority Culture
  - 2. Minority Cultures
  - 3. Fine Arts
- B. Attitudes
- C. Behavior

II. **Natural Environment**
- A. Awareness
- B. Pollution
- C. Conservation

STREETS & HIGHWAYS
- I. Rights
- II. Responsibilities
- III. Skills

CONSUMER
- I. Goods
- II. Services

CAREER AWAR
- I. Awareness o
- II. Appreciation
- III. Awareness o
- IV. Respect for

B. Hunt 6/5/73

d Draft

I. PERSONAL DEVELOPMENT &/OR BASIC SKILLS

NAL & ANALYTIC SKILLS

V. Principles of Mathematics
- A. Numerical
  - 1. Patterns
  - 2. Commutative, Associate, Distributive laws
  - 3. Rules for divisibility
  - 4. Algorithms
  - 5. Probability
- B. Algebraic
- C. Geometric
- D. Logical thought processes
- E. Structures
  - 1. Other mathematical systems
  - 2. Nondecimal bases

VI. Measurements
- A. Estimation
- B. Space
  - 1. Linear
  - 2. Area
    - a. Tessellations
    - b. Tangrams
  - 3. Volume
- C. Time
- D. Measuring instruments

VII. Computational and Programmable Devices
- A. Programming operational algorithms
- B. Data Processing
- C. Investigating mathematics through the calculator
- D. Use of calculating tools
  - 1. Abacus
  - 2. Pape' mini-computer
  - 3. Sextent
  - 4. Calculator
  - 5. Computer

SCIENTIFIC & TECHNOLOGICAL PROCESSES

I. Employing Process in Scientific Inquiry
- A. Problem Solving
  - 1. Identifying
  - 2. Problem Solving Strategies
  - 3. Prescriptive Representations for solving problems, schematics, flow charts, computer programs
- B. Variables
  - 1. Identification
  - 2. Relationships, graphs, tables, etc.
  - 3. Control
- C. Data Treatment
  - 1. Organize
  - 2. Classify
  - 3. Interpret, etc.
- D. Models Used For:
  - 1. Prediction
  - 2. Simulation
- E. Use of Feedback Systems in–
  - 1. Controlling real and simulated systems
- F. Use of Tools of Technology &/or Scientific Instrumentation
  - 1. Mechanical
  - 2. Electronic

II. Establish a Knowledge Base
- A. Scientific Assumptions
- B. Theories
- C. Principles, laws & facts

III. Interaction of Science, Technology & Quality of Life
- A. Evaluate present & proposed activity in science & technology in terms of its impact on the quality of life
- B. Examine scientific assumptions in the perspective of historical & current information
- C. Value scientific knowledge and methodology as one means of solving personal consumer and social problems

HEALTHY MIND & BODY

I. Mental Health
- A. Individual
  - 1. Self Actualization
    - a. Self concept
    - b. Value System
    - c. Decision Making
    - d. Problem Solving
    - e. Coping Techniques
  - 2. Intrapersonal Skills
    - a. Communication
    - b. Behaviors
- B. Community
  - 1. Interpersonal Skills
    - a. Communication
    - b. Behaviors
  - 2. Pluralistic Society
    - a. Culture
    - b. Values

II. Physical Health & Skills
- A. Individual
  - 1. Self Actualization
    - a. Growth & Develo
    - b. Personal Care
    - c. Fitness
      - 1. Nutrition
      - 2. Biological
      - 3. Neuromuscula
    - d. Skills
  - 2. Body Skills
    - a. Movement
    - b. Psychomotor
    - c. Control
  - 3. Games & Sports
    - a. Individual
    - b. Dual
    - c. Team
    - d. Recreational
    - e. Lifetime
- B. Community
  - 1. Disease
    - a. Communicable
    - b. Noncommunicabl
    - c. Congenital
  - 2. Problems of Abuse
    - a. Drugs
    - b. Alcohol
    - c. Food
    - d. Other

IR

ETS &
WAYS
ights
esponsibilities
kills

CONSUMER
- I. Goods
- II. Services

III. CAREER EDUCATION

CAREER AWARENESS
- I. Awareness of Self
- II. Appreciation of Work
- III. Awareness of Occupations
- IV. Respect for Occupational Choices

CAREER EXPLORATION
- I. Career Orientation
- II. Work Interest "hands on experience"
- III. Occupational Classifications & Clusters
- IV. Elements of Occupational Decision Making
- V. Tentative Career Choices

OCCUPATIONAL PREPARATION
- I. Skills Development
- II. School Experience & C
- III. Occupational Classificat
- IV. Attitudes and Job Succ
- V. Work Experience

Chart adapted from th
school graduation ado
September 22, 1972.

OPMENT &/OR
KILLS

TECHNOLOGICAL PROCESSES

Process in Scientific Inquiry
Solving
ying
m Solving Strategies
ptive Representations for solving
ns, schematics, flow charts, com-
rograms

ication
nships, graphs, tables, etc.
l
tment
ze
y
et, etc.
sed For
ion
tion
edback Systems in—
lling real and simulated systems
ols of Technology &/or Scientific
ntation
nical
nic
Knowledge Base
Assumptions

laws & facts
f Science, Technology &
ife
present & proposed activity
& technology in terms of
on the quality of life
cientific assumptions in th
e of historical & current
on
ntific knowledge and methodology
ans of solving personal consumer
problems

HEALTHY MIND & BODY

I. Mental Health
- A. Individual
  - 1. Self Actualization
    - a. Self concept
    - b. Value System
    - c. Decision Making
    - d. Problem Solving
    - e. Coping Techniques
  - 2. Intrapersonal Skills
    - a. Communication
    - b. Behaviors
- B. Community
  - 1. Interpersonal Skills
    - a. Communication
    - b. Behaviors
  - 2. Pluralistic Society
    - a. Culture
    - b. Values

II. Physical Health & Skills
- A. Individual
  - 1. Self Actualization
    - a. Growth & Development
    - b. Personal Care
    - c. Fitness
      - 1. Nutrition
      - 2. Biological
      - 3. Neuromuscular
    - d. Skills
  - 2. Body Skills
    - a. Movement
    - b. Psychomotor
    - c. Control
  - 3. Games & Sports
    - a. Individual
    - b. Dual
    - c. Team
    - d. Recreational
    - e. Lifetime
- B. Community
  - 1. Disease
    - a. Communicable
    - b. Noncommunicable
    - c. Congenital
  - 2. Problems of Abuse
    - a. Drugs
    - b. Alcohol
    - c. Food
    - d. Other

LIFE-LONG LEARNER

I. **Human Nature**
- A. Commonalities
- B. Differences
- C. Dignity and Worth

II. **Inter- & Intra-Personal Skills**
- A. Communication
- B. Behaviors

III. **Learning to Learn**
- A. Alternative Learning Techniques
- B. Fact Finding

IV. **The Helping Relationship**
- A. Helping
- B. Leadership
- C. Followership

V. **Self-Actualization**
- A. Awareness
- B. Valuing

VI. **Aesthetics**
- A. Awareness
- B. Exploration
- C. Experiences
- D. Skills
- E. Attitudes
- F. Values

III. CAREER EDUCATION

ARENESS
- of Self
- cn of Work
- of Occupations
- Occupational Choices

CAREER EXPLORATION
I. Career Orientation
II. Work Interest "hands on experience"
III. Occupational Classifications & Clusters
IV. Elements of Occupational Decision Making
V. Tentative Career Choices

OCCUPATIONAL PREPARATION
I. Skills Development
II. School Experience & Career Goals
III. Occupational Classifications & Clusters
IV. Attitudes and Job Success
V. Work Experience

OCCUPATIONAL SPECIALIZATION
I. Specific Occupational Knowledge
II. Employer-Employee Relationships
III. Retraining &/or New Directions

Chart adapted from the New Minimum State Requirements for school graduation adopted by the Oregon Board of Education September 22, 1972.

APPENDIX II

A Taxonomy of Oregon Basic Education–Second Draft

APPENDIX III
County and Statewide Expenditures

EDUCATIONALLY DISADVANTAGED STUDENTS SERVED AND COSTS PER STUDENT

	Regular Term	Summer Term
Public school enrollment	34,099	8,076
Nonpublic school enrollment	1,331	501
TOTAL ENROLLMENT in Title I Projects	35,430	8,577
Total Costs	$9,905,139	$1,043,457
Cost per Student	$279.57	$121.66

RECONCILIATION OF EXPENDITURES

Expenditures Projected from Sample Compared to Federal Funds Approved for Project Expenditure*

A. Expenditures Reported by LEAs on the Evaluation Instrument		B. Federal Funds Approved for Project Expenditure	
Regular term	$ 9,905,139		
Summer term	$ 1,043,457		
TOTAL	$10,948,596	TOTAL	$9,038,534

*Expenditures for projects in neglected and delinquent institutions are not included.

The discrepancy between Columns A and B reflects:

1. Column A figures were projected from the stratified, random sample used in compiling the data for this report.
2. Column B figures do not reflect internal carryover of unexpended funds.
3. Column B figures are funds approved for expenditure; some of these funds were not spent.

COMPILATION OF STATEWIDE TITLE I BUDGET EXPENDITURES as Reported by LEAs* FY 1973

		Regular School Year		Summer Programs	
Expenditure Accounts		Dollars	%	Dollars	%
100	Administration	$ 94,369	.9	$ 15,648	1.5
200	Instruction	$7,915,356	79.9	$ 824,526	79.0
300	Attendance Services	$ 2,400	trace	$ 3,734	.3
400	Health Services	$ 503,322	5.1	$ 8,393	.8
500	Pupil Transportation	$ 60,438	.6	$ 31,843	3.1
600	Operation of Plant	$ 16,577	.2	$ 13,603	1.3
700	Maintenance of Plant	$ 3,160	trace	$ 4,023	.4
800	Fixed Charges	$ 998,060	10.1	$ 81,016	7.8
900	Food Services	$ 21,418	.2	$ 16,263	1.6
1000	Student Body Activities	----		----	
1100	Community Services	$ 243,482	2.5	$ 24,826	2.4
1200	Equipment	$ 46,351	.5	$ 16,887	1.6
	Other	$ 206		$ 2,695	.2
	TOTAL EXPENDITURES REPORTED	**$9,905,139**	**100.0**	**$1,043,457**	**100.0**

*Statewide totals were projected from the stratified, random sample used in compiling the data for this report. The expenditures are those reported in the evaluation instrument and do not reflect audited figures. They are only indicative of areas of major expenditures relative to the desire of LEAs to conduct special programs for the educationally disadvantaged child.

Selected Data Pertaining to Title I, ESEA, by County, FY 1973

	Total No. of LEAs	Total No. of LEAs Eligible for Title I	Total No. of LEAs Participating in	Maximum Grant (includes FY 72 carryover)	Approved for Project Expenditures	No. LEAs in Cooperative Projects[2]	Total No. of Projects[3]
Baker[1]	4	4	3	$ 67,407	$ 64,106		3
Benton[1]	12	12	8	100,035	87,830	3-1	7
Clackamas[1]	30	30	27	591,167	497,076	4-1	27
Clatsop	6	6	6	124,329	113,628	2-1	6
Columbia	5	5	5	110,570	104,056		5
Coos[1]	6	6	6	310,268	268,893		7
Crook	1	1	1	72,123	58,500		1
Curry	8	8	6	53,247	46,617	2-1	5
Deschutes[1]	4	4	3	151,622	144,676		3
Douglas[1]	16	15	13	298,064	259,200		15
Gilliam	3	3	2	13,135	12,056		2
Grant	6	6	6	25,499	22,917	5-1	2
Harney	16	16	16	26,763	24,957	14-1	3
Hood River	1	1	1	44,263	44,064		1
Jackson	10	10	9	431,076	403,971		12
Jefferson	4	2	2	38,658	37,530		2
Josephine	2	2	2	245,744	206,549	2-1	1
Klamath	3	3	3	195,681	194,545		3
Lake	7	7	7	28,388	28,209	5-1	3
Lane[1]	16	16	15	915,070	782,842	3-1	16
Lincoln	1	1	1	120,803	120,160		1
Linn	36	35	26	412,704	340,005	2-1	26
Malheur	15	9	9	210,432	196,633		10
Marion[1]	35	35	35	910,401	837,678	7-2	31
Morrow	1	1	1	16,558	16,484		1
Multnomah[1]	14	14	12	2,996,686	2,841,875		25
Polk	5	5	4	165,330	139,002		4
Sherman	6	6	2	8,892	2,702	2-1	1
Tillamook	6	6	6	93,796	89,634		7
Umatilla[1]	15	15	12	243,036	212,518	3-1	12
Union	6	6	5	66,693	62,399		5
Wallowa	5	4	3	26,595	17,781		3
Wasco	9	9	7	80,467	66,483		7
Washington[1]	13	13	12	518,068	440,607	3-1	14
Wheeler	3	3	3	7,861	6,839		3
Yamhill[1]	9	9	9	370,995	312,576		10
Totals	339	328	288	$ 10,092,426	$ 9,105,598	57-15	284

[1]Includes funds and number of projects in institutions for neglected and delinquent children.

[2]The first figure is the number of LEA's and the second figure is the number of cooperative projects.

[3]While 284 projects were approved for funding in FY 1973, 59 of these projects ran in both regular and summer terms. In analyzing projects in the text, these 59 projects are counted twice because objectives in regular and summer term projects are often very different. A total of 344 projects have been evaluated: 241 regular term projects, 84 summer term projects, and 19 projects in institutions for neglected and delinquent children.

APPENDIX IV. CATEGORIES OF INSTRUCTIONAL EMPHASIS IN OREGON TITLE I PROJECTS, FY 1973

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
BAKER COUNTY																					
Baker No. 5J	▲		▲	▲		▲	▲					▲		▲							
Baker No. 30J							▲			▲											
Pine Eagle No. 61			▲			▲															
BENTON COUNTY																					
Alsea No. 7				▲			▲											▲			
Bellfountain No. 23	▲																				
Corvallis No. 509J			▲				▲														
Hawthorne Manor				▲	▲		▲									▲			▲		
Monroe No. 25			▲				▲											▲			
Monroe UH No. 1 Coop.			▲		▲		▲											▲			
Philomath No. 17			▲			▲	▲	▲	▲									▲			
CLACKAMAS COUNTY																					
Boring No. 44			▲				▲											▲			
Butte Creek No. 67 JT	▲		▲				▲											▲			
Canby No. 86C			▲			▲	▲	▲										▲			
Canby UH No. 1					▲	▲	▲	▲											▲	▲	
Parrott Cr. Ranch					▲		▲														
Clarkes Nc. 32 Coop.			▲				▲											▲		▲	
Colton No. 53				▲	▲		▲											▲			
Cottrell No. 107			▲				▲											▲			

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Damascus Union No. 26			▲				▲														
Estacada UH No. 6					▲		▲	▲		▲		▲									
Estacada No. 108		▲	▲				▲													▲	
Gladstone No. 115		▲		▲	▲	▲	▲														
Lake Oswego No. 7			▲	▲		▲	▲												▲		▲
Christie School			▲			▲															
Maple Grove No. 87			▲				▲														
Molalla No. 35			▲				▲												▲		
Molalla UH No. 4					▲		▲				▲								▲		
Mulino No. 84			▲				▲												▲		
Ninety-one No. 91			▲				▲												▲		
North Clackamas No. 12	▲		▲		▲		▲						▲								
Oregon City No. 62		▲	▲	▲	▲		▲												▲		
Redland No. 16			▲																		
Sandy No. 46			▲			▲							▲								
Sandy UH No. 2 & YCC					▲			▲												▲	▲
Sandy UH No. 2 (2nd Project)					▲		▲												▲		
Welches No. 13			▲	▲			▲			▲									▲		
West Linn No. 3 JCT.			▲			▲	▲	▲			▲								▲		
CLATSOP COUNTY																				▲	
Astoria No. 1C			▲				▲			▲											

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Astoria No. 1C Coop.		▲					▲			▲									▲			
Jewell No. 8			▲				▲												▲			
Lewis & Clark No. 5							▲			▲									▲			
Seaside No. 10			▲			▲						▲							▲		▲	
Warrenton No. 30			▲	▲	▲	▲	▲	▲		▲											▲	
COLUMBIA COUNTY																			▲	▲		
Columbia County Adm. No. 5J		▲					▲															
Columbia County No. 13			▲		▲		▲												▲		▲	
Scappoose No. 1J					▲		▲												▲			
St. Helens No. 502			▲				▲			▲					▲						▲	
Vernonia No. 47J			▲				▲												▲			
COOS COUNTY																			▲		▲	
Bandon No. 54			▲	▲	▲		▲															
Coos Bay No. 9	▲		▲				▲								▲		▲		▲			
R. C. Belloni Boys Ranch (2nd Project)				▲	▲	▲						▲							▲			
Coquille No. 8	▲		▲				▲				▲											
Myrtle Point No. 41			▲				▲															
North Bend No. 13		▲	▲				▲												▲		▲	
Powers No. 31			▲				▲												▲			
CROOK COUNTY																						
Crook County Unit		▲	▲	▲		▲	▲	▲														

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
CURRY COUNTY																					
Brookings-Harbor No. 17C	▲			▲		▲			▲									▲			
Gold Beach No. 3 Coop.			▲			▲							▲					▲			
Gold Beach UH No. 1					▲		▲													▲	
Ophir No. 12			▲	▲			▲														
Port Orford-Langlois No. 2CJ	▲		▲				▲														
DESCHUTES COUNTY																					
Bend No. 1 (1st Project)			▲	▲	▲		▲			▲						▲					
J. J. Boys Ranch (2nd Project)				▲	▲	▲															
Redmond No. 2J		▲					▲													▲	
Sisters No. 6			▲				▲													▲	
DOUGLAS COUNTY																					
Camas Valley No. 21			▲		▲		▲					▲						▲		▲	
Days Creek No. 15		▲	▲				▲											▲			
Elkton No. 34	▲	▲					▲											▲			
Glendale No. 77 (1st Project)			▲					▲										▲			
Glendale No. 77 (2nd Project)			▲				▲	▲			▲			▲				▲		▲	
North Douglas No. 22			▲				▲											▲		▲	
Oakland No. 1			▲				▲				▲									▲	
Reedsport No. 105			▲				▲											▲			
Riddle No. 70		▲					▲	▲										▲			

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods		
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Roseburg No. 4		▲				▲												▲			
Pitchford Boys Ranch				▲	▲	▲	▲	▲	▲										▲		
South Umpqua No. 19			▲			▲														▲	
Sutherlin No. 130			▲				▲														
Winston-Dillard No. 116			▲				▲				▲									▲	
Yoncalla No. 32			▲				▲											▲			
GILLIAM COUNTY																					
Arlington No. 3			▲				▲											▲			
Condon No. 25			▲		▲		▲											▲			
GRANT COUNTY																					
Dayville No. 16J			▲				▲											▲			
Grant Co. IED Coop.			▲						▲												
HARNEY COUNTY																					
Harney County IED Coop.			▲		▲		▲											▲			
Burns No. 1		▲	▲		▲		▲					▲		▲				▲			
Hines No. 30			▲				▲											▲			
HOOD RIVER COUNTY																					
Hood River No. 1			▲	▲			▲			▲								▲			
JACKSON COUNTY																					
Applegate No. 40		▲					▲	▲		▲				▲				▲		▲	
Ashland No. 5 (1st Project)		▲					▲														

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods		
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Ashland No. 5 (2nd Project)					▲			▲											▲		
Butte Falls No. 91	▲	▲					▲												▲		▲
Central Point No. 6 (1st Project)																			▲		
Central Point No. 6 (2nd Project)			▲			▲	▲	▲								▲					
Eagle Point No. 9			▲	▲	▲		▲				▲	▲							▲		
Medford No. 549C			▲	▲	▲		▲			▲	▲		▲	▲					▲		
Phoenix No. 4		▲	▲		▲					▲	▲			▲					▲		
Prospect No. 59	▲		▲				▲												▲		▲
Rogue River No. 35		▲					▲			▲	▲	▲							▲		
JEFFERSON COUNTY			▲				▲														
Culver No. 4																			▲		
Madras No. 509J			▲				▲												▲		▲
JOSEPHINE COUNTY			▲				▲														
Grants Pass No. 7 Coop.	▲	▲	▲	▲	▲		▲	▲								▲			▲		
KLAMATH COUNTY														▲							
Klamath County School Dist.	▲	▲	▲	▲	▲		▲			▲									▲		▲
Klamath Falls No. 1	▲	▲		▲			▲										▲			▲	
Klamath Falls UH No. 2					▲	▲	▲	▲	▲												
LAKE COUNTY																					
Lake County IED Coop.			▲				▲												▲		
Lakeview No. 7			▲	▲	▲		▲														

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Paisley No. 11C			▲	▲			▲				▲								▲		▲
LANE COUNTY																					
Lane County IED Coop.			▲					▲		▲	▲	▲				▲			▲		
Bethel No. 52				▲	▲																▲
Creswell No. 40			▲	▲			▲			▲											
Eugene No. 4J (1st Project)	▲		▲				▲							▲							
Farm Home (2nd Project)					▲	▲										▲					
Fern Ridge No. 28J (1st Project)		▲					▲			▲	▲		▲								
Fern Ridge No. 28J (2nd Project)				▲			▲														▲
Fern Ridge No. 28J (3rd Project)					▲		▲						▲								
Florence No. 97	▲	▲	▲	▲	▲	▲	▲			▲			▲								
Junction City No. 69			▲				▲			▲									▲		
Lowell No. 71		▲					▲														
Mapleton No. 32	▲		▲				▲														
McKenzie No. 68			▲	▲	▲		▲	▲		▲									▲		
Pleasant Hill No. 1			▲		▲		▲				▲										▲
South Lane No. 45J3			▲			▲	▲			▲									▲		
Springfield No. 19		▲	▲			▲	▲												▲		
LINCOLN COUNTY																					
Lincoln County School District	▲		▲	▲	▲	▲	▲						▲								

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
LINN COUNTY																					
Albany No. 5			▲				▲														
Albany UH No. 8J				▲	▲	▲	▲	▲	▲	▲									▲		
Central Linn No. 552C		▲	▲				▲												▲		
Clover Ridge No. 136C			▲				▲							▲							
Crabtree No. 110			▲				▲												▲		
Crowfoot No. 89		▲	▲			▲	▲			▲	▲	▲							▲		
Gore No. 81			▲				▲													▲	
Grand Prairie No. 14							▲														
Hamilton Creek No. 33C			▲				▲												▲		
Harrisburg No. 42CJ Coop.			▲		▲		▲				▲	▲							▲		
Knox Butte No. 19			▲				▲												▲		
Lacomb No. 73C			▲				▲														
Lebanon No. 16C			▲				▲	▲			▲										
Lebanon UH No. 1					▲				▲	▲						▲		▲			
Mari-Linn No. 29			▲			▲			▲										▲		
McFarland No. 25			▲				▲													▲	
Mill City No. 129J		▲	▲		▲		▲			▲									▲		
Millersburg No. 32			▲				▲														
Riverside No. 24			▲				▲		▲		▲								▲	▲	
Scio No. 95C	▲						▲														

95
92

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods		
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Sodaville No. 13			▲				▲	▲													
Sweet Home No. 55			▲				▲														
Tangent No. 26			▲				▲														
Tennessee No. 102			▲				▲														
Wyatt No. 63			▲				▲												▲		▲
MALHEUR COUNTY																					
Adrian No. 61	▲		▲				▲														
Annex No. 29			▲				▲					▲									
Brogan No. 1			▲				▲												▲		
Harper No. 66			▲				▲														▲
Nyssa No. 26		▲					▲												▲		▲
Ontario No. 8	▲	▲	▲	▲	▲		▲				▲		▲						▲		▲
Vale No. 15	▲		▲				▲			▲	▲	▲									
Vale UH No. 3			▲		▲		▲														▲
Willowcreek No. 42			▲				▲												▲		▲
MARION COUNTY																					
Aumsville No. 11C			▲				▲				▲								▲		▲
Bethany No. 63C Coop.	▲		▲				▲			▲	▲			▲							▲
Brooks No. 31 Coop.	▲						▲														▲
Cascade UH No. 5				▲	▲		▲														
Cloverdale No. 144C			▲				▲														▲

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods		
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Detroit No. 123J	▲						▲			▲											▲
Eidriedge No. 60	▲		▲				▲				▲								▲		▲
Gervais No. 76C			▲				▲												▲		
Gervais UH No. 1					▲	▲	▲	▲	▲										▲	▲	
Jefferson No. 14CJ			▲			▲	▲													▲	
Marion No. 20			▲				▲												▲		
Monitor No. 142J			▲				▲												▲		
Mt. Angel No. 91			▲				▲												▲		
North Marion No. 15			▲				▲			▲											
North Santiam No. 126			▲				▲														▲
Parkersville No. 82			▲				▲														
Pioneer No. 13			▲				▲														▲
Salem No. 24J	▲		▲	▲			▲	▲		▲	▲	▲	▲	▲		▲			▲	▲	▲
Mid Valley Adolescent Treatment Center				▲	▲	▲															
Scotts Mills No. 73			▲				▲						▲								
Silver Crest No. 93			▲				▲												▲		
Silverton No. 4			▲				▲						▲								
Silverton UH No. 7J					▲		▲	▲		▲	▲					▲			▲		▲
Stayton No. 77CJ			▲			▲	▲	▲											▲		▲
St. Paul No. 45	▲		▲		▲		▲														
Sublimity No. 7			▲				▲												▲		▲

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Turner No. 79			▲				▲														▲
Victor Point No. 42C			▲				▲												▲		▲
West Stayton No. 61	▲		▲				▲							▲							▲
Woodburn No. 103C			▲				▲												▲		
MORROW COUNTY																					
Morrow County No. 1		▲	▲	▲			▲														
MULTNOMAH COUNTY																					
Bonneville No. 46			▲				▲												▲		
Corbett No. 39	▲		▲				▲														
David Douglas No. 40			▲	▲	▲		▲			▲									▲		
Gresham No. 4		▲					▲												▲		
Gresham UH No. 2					▲	▲	▲	▲	▲			▲	▲						▲		▲
Multnomah Boys Center				▲	▲	▲				▲				▲							
Lynch No. 28		▲					▲														▲
Orient No. 6J			▲				▲												▲		▲
Parkrose No. 3		▲	▲				▲												▲		▲
Pleasant Valley No. 15			▲				▲			▲											
Portland No. 1 (1st Project)	▲		▲		▲	▲	▲	▲				▲		▲							▲
Portland No. 1 (2nd Project)			▲		▲	▲	▲	▲		▲	▲	▲		▲		▲			▲	▲	▲
Portland No. 1 (3rd Project)	▲		▲		▲	▲	▲	▲		▲				▲					▲		▲
Parry Center (4th Project)						▲	▲	▲	▲		▲			▲					▲		

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Portland No. 1 (5th Project)	▲						▲				▲	▲									
Mary Acheson Youth Care Center				▲	▲		▲						▲								
Alfred Yaun Child Care Center				▲	▲		▲								▲	▲					
Boys & Girls Aid Society					▲						▲			▲	▲	▲					
Villa St. Rose School for Girls					▲	▲					▲					▲					
Waverly (6th Project)			▲				▲				▲			▲				▲			
Seghers House (7th Project)					▲									▲							
Carroll House (8th Project)					▲					▲				▲							
Reynolds No. 7 (1st Project)			▲				▲			▲		▲						▲			
Reynolds No. 7 (2nd Project)				▲						▲		▲									
Rockwood No. 27			▲	▲		▲	▲	▲													
POLK COUNTY																					
Central No. 13	▲		▲	▲	▲		▲			▲	▲							▲			
Dallas No. 2			▲				▲											▲		▲	
Falls City No. 57			▲				▲													▲	
Valsetz No. 62			▲				▲											▲		▲	
SHERMAN COUNTY																					
Rufus No. 3 Coop.	▲									▲	▲										
TILLAMOOK COUNTY																					
Beaver No. 8			▲				▲											▲		▲	
Cloverdale No. 22C			▲			▲	▲	▲		▲	▲							▲			

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods		
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Hebo No. 13J			▲				▲												▲		▲
Neah-Kah-Nie No. 56	▲	▲	▲								▲			▲							
Nestucca UH No. 3					▲		▲					▲							▲	▲	▲
Tillamook No. 9		▲	▲			▲	▲	▲			▲								▲		▲
UMATILLA COUNTY																					
Athena No. 29R			▲				▲												▲		
Helix No. 1 (Umatilla Boys Ranch)				▲	▲	▲					▲									▲	
Hermiston No. 8			▲				▲				▲								▲		
McLoughlin UH No. 3					▲		▲	▲		▲						▲			▲		▲
Milton-Freewater No. 31			▲				▲	▲													
Pendleton No. 16R		▲	▲	▲	▲		▲														▲
Pilot Rock No. 2R	▲					▲						▲									
Stanfield No. 61R		▲	▲		▲		▲													▲	
Umatilla No. 6R			▲				▲												▲		
Weston No. 19			▲				▲														
UNION COUNTY																					
Cove No. 15			▲				▲												▲		
Elgin No. 23			▲				▲			▲	▲		▲	▲							
North Powder No. 8J			▲				▲	▲		▲									▲		
Union No. 5			▲				▲														

School District Name & No.	Grade Levels					Personal Development						Social Responsibility					Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
WALLOWA COUNTY																					
Enterprise No. 21			▲			▲													▲		
Joseph No. 6			▲				▲													▲	
Wallowa No. 12	▲								▲			▲									▲
WASCO COUNTY																					
Antelope No. 50J			▲											▲							
Chenowith No. 9	▲		▲				▲														
Dufur No. 29			▲				▲			▲									▲		
Petersburg No. 14C			▲											▲							
The Dalles No. 12			▲				▲			▲				▲					▲		
Tygh Valley No. 40			▲				▲													▲	
Wamic No. 42			▲			▲	▲	▲											▲		
WASHINGTON COUNTY																					
Washington County IED			▲				▲												▲		
Banks No. 15			▲				▲					▲									
Beaverton No. 48			▲				▲													▲	
Levi and Lrng. Center					▲		▲														
Forest Grove No. 15 (1st Project)					▲	▲	▲				▲								▲		
Forest Grove No. 15 (2nd Project		▲					▲													▲	
Forest Grove No. 15 (3rd Project				▲			▲			▲											
Forest Grove No. 15 (4th Project			▲				▲	▲													

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods		
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Gaston No. 511J			▲				▲												▲		
Hillsboro No. 7	▲	▲					▲												▲		▲
Hillsboro UH No. 3				▲	▲		▲												▲		▲
North Plains No. 70			▲				▲	▲	▲										▲		▲
Reedville No. 29			▲				▲	▲			▲										
Sherwood No. 88J			▲				▲												▲	▲	▲
Tigard No. 23J		▲					▲	▲			▲										
WHEELER COUNTY																					
Fossil No. 21			▲				▲														
Mitchell No. 55			▲					▲													▲
Spray No. 1			▲				▲												▲		
YAMHILL COUNTY																					
Amity No. 4J			▲				▲	▲													
Carlton No. 11			▲				▲												▲		
Dayton No. 8	▲		▲				▲												▲		
McMinnville No. 40 & Rainbow Lodge			▲	▲	▲		▲			▲						▲			▲		▲
Newberg No. 29JT		▲				▲	▲	▲	▲	▲	▲			▲							
Chehalem House					▲		▲						▲				▲				
Sheridan No. 48J			▲				▲				▲										
Willamina No. 30J	▲						▲			▲	▲			▲							▲
Yamhill No. 16			▲				▲				▲								▲		▲

School District Name & No.	Grade Levels					Personal Development						Social Responsibility				Career Ed			Methods			
	Preschool	Primary	Elementary	Junior High	High School	Basic Skills	Reading & Language Arts	Math	Science	Healthy Mind	Healthy Body	Attitudes	Behavior Change	Citizenship	Consumer Education	Career Orientation	Vocational Technical	Work Experience	Individual Instruction	Tutoring	Aides
Yamhill-Carlton UH No. 1			▲				▲														